GOVERNMENT

Section A — Basic Sentences

Mr. Jones and Mr. Silva discuss the governments of their respective countries.

	ENGLISH EQUIVALENTS	CONVENTIONAL SPELLING
Mr. Silva.	I'm sorry to know	sinto saber
	country	país
	I'm sorry to hear that you're leaving our country, Mr. Jones.	Sinto saber que o sr. deixará o nosso país, Sr. Jones.
	the pleasure of seeing you	o prazer de vê-lo
	But we'll still have the pleasure of seeing you again, I hope.	Mas ainda teremos o prazer de vê-lo outra vez, espero.
Mr. Jones.	people	povo
	I'll return to this country	voltarei a êste país
	I'll remember Brazil	lembrar-me-ei do Brasil
	which I find so nice	que acho tão simpático
	I don't know if I'll ever return to this country, but I'll always remember Brazil and its people, which I find so nice.	Não sei se voltarei a êste país, mas lembrar-me-ei sempre do Brasil e de seu povo, que acho tão simpático.

ENGLISH EQUIVALENTS	CONVENTIONAL SPELLING
Mr. Silva. I'm glad to hear you say that.	Fico contente por ouví-lo dizer isso.
with time	com o tempo
the friendship	a amizade
grow	crescer
the friendship will grow	a amizade crescerá
will become stronger each time	ficará cada vez mais forte
I believe that in time the friendship between Brazilians and Americans will grow and will become stronger and stronger.	Creio que com o tempo a amizade entre brasileiros e americanos crescerá e ficará cada vez mais forte.
Mr. Jones. the reason	a razão
the reason for this friendship	a razão dessa amizade
the origin	a origem
the affinity	a afinidade
between the two peoples	entre os dois povos
That's true. And it's easy to understand the reason for this friendship, since I believe that it has its origin in the great affinity that exists between the people of the two countries.	É verdade. E é fácil compreender a razão dessa amizade, pois acho que tem sua origem na grande afinidade que há entre os dois povos.
Mr. Silva. aspirations	aspirações
political	político
are very similar	são muito parecidas
Yes. The political aspirations of the Brazilians and of the Americans are very similar.	Sim. As aspirações políticas dos brasileiros e dos americanos são muito parecidas.
Mr. Jones. I don't think so	não creio
The political aspirations, Mr. Silva? I don't think so.	As aspirações políticas, Sr. Silva? Não creio.

	ENGLISH EQUIVALENTS	CONVENTIONAL SPELLING
	it seems to me government	parece-me govêrno
	It seems to me that the government of Brazil is very different from the government of the United States.	Parece-me que o govêrno do Brasil é bem diferente do govêrno dos Estados Unidos.
Mr. Silva.	don't forget going through a stage transitory	não se esqueça passando por uma fase transitório
	That's true, Mr. Jones. But don't forget that Brazil is in a transitory stage.	É verdade, Sr. Jones. Mas não se esqueça que o Brasil está passando por uma fase transitória.
Mr. Jones.	democratic so that a government may be democratic the one we have in the United States represent the people has to represent itself within that government	democrático para que um govêrno seja democrático o que temos nos Estados Unidos representar o povo tem que se representar junto a êsse govêrno
	In order to have a democratic government such as the one we have in the United States, the people must have representation in the government, don't you think so?	Para que um govêrno seja democrático, como o que temos nos Estados Unidos, o povo tem que se representar junto a êsse govêrno, não acha?

Mr. Silva.	That's true.	É verdade.
Mr. Jones.	the government in Brazil	o govêrno no Brasil
	And how are the people represented in the Brazilian government?	E como se representa o povo junto ao govêrno no Brasil?

ENGLISH EQUIVALENTS	CONVENTIONAL SPELLING
Mr. Silva. it represented itself	representava-se
Congress	Câmara
President	Presidente
decree	decreto
governs by decrees	governa por decretos
They were represented by Congress, but now we have no Congress and the President governs by decree.	Representava-se pela Câmara, mas agora não temos Câmara e o Presidente governa por decretos.
Mr. Jones. the will of the President	a vontade do Presidente
that of the people	a do povo
Then there is only the will of the President, and not that of the people?	Só há então a vontade do Presidente, e não a do povo?
Mr. Silva. as I told you before	como lhe disse antes
As I told you before, Mr. Jones, this stage is transitory.	Como lhe disse antes, Sr. Jones, esta fase é transitória.
we'll soon go back	logo voltaremos
We all believe that we'll soon go back to a democratic government.	Todos nós cremos que logo voltaremos ao govêrno democrático.
Mr. Jones. And when will that be?	E quando será isso?
Mr. Silva. war	guerra
Shortly after the war, I hope.	Logo depois da guerra, espero.
the people will choose	o povo escolherá
politician *or* political figure	político
the best known	os mais conhecidos
new	novo

ENGLISH EQUIVALENTS

The people will choose among the best-known political figures the one they think most capable to be the new president of the country.

Mr. Jones. word
after having listened to your words
in the future
it will have a democratic government
such as ours
I think, after listening to your words, that Brazil is a country with democratic people and that in the future they will have a democratic government such as ours, won't they?

Mr. Silva. I am very glad to see
Yes. I want to tell you that I am very glad to see that you think the Brazilians are a democratic people.

And they really are.

Mr. Jones. I was able to see
during
the time I was in Brazil
sympathetic toward democratic governments
During the time I was in Brazil I could see that the government and the Brazilians are in sympathy with democratic governments.

CONVENTIONAL SPELLING

O povo escolherá entre os políticos mais conhecidos aquêle que acha mais capaz para ser o novo presidente do país.

palavra
depois de ter ouvido suas palavras
no futuro
terá um govêrno democrático
tal como o nosso
Acho, depois de ter ouvido suas palavras, que o Brasil é um país de povo democrático e que, no futuro, terá um govêrno democrático, tal como o nosso, não é verdade?

sinto-me satisfeito por ver
Sim. Quero dizer-lhe que me sinto muito satisfeito por ver que o sr. acha que os brasileiros são um povo democrático.

E são, na verdade.

pude ver
durante
o tempo que estive no Brasil
simpáticos aos govêrnos democráticos
Pude ver, durante o tempo que estive no Brasil, que o govêrno e os brasileiros são simpáticos aos govêrnos democráticos.

ENGLISH EQUIVALENTS	CONVENTIONAL SPELLING
discuss	discutir
I am glad for having discussed	estou contente de ter discutido
the situation	a situação
before leaving Brazil	antes de deixar o Brasil
I'm glad to have discussed briefly with you the situation of our two countries before leaving Brazil.	Estou contente de ter discutido um pouco a situação dos nossos países antes de deixar o Brasil.

Section B — Word Study and Review of Basic Sentences

1. Word Study

COMMENT 1

Future Tense, Irregular

Mas ainda *teremos* o prazer de vê-lo outra vez, espero.	But we'll still have the pleasure of seeing you again, I hope.
E quando *será* isso?	And when will that be?
O Brasil *terá* um govêrno democrático.	Brazil will have a democratic government.
Você *fará* anos daquí a poucos dias.	You're going to have a birthday in a few days.
Sua mãe *dará* licença?	Will your mother give (you) permission?

Observe the verbs in italics in the above sentences. They are all in the future tense, which we explained in Unit 23. All of these verbs are irregular, but the future tense always ends the same way, once you know at least one form. The *eu* form always ends in the sound *ei;* the *êle* or *você* form always ends in the sound *á;* the *nós* form in *–emos;* and the *êles* or *vocês* form in *–ão.* Even when you have irregular verbs, you add these endings to the infinitive to form the future. Only with the verbs *fazer*, *dizer*, and *trazer*, Portuguese uses a shortened form of the root for the future. The complete forms of these verbs are as follows:

fazer, *to do*	dizer, *to say*	trazer, *to bring*
eu farei	eu direi	eu trarei
êle (você) fará	êle (você) dirá	êle (você) trará
nós faremos	nós diremos	nós traremos
êles (vocês) farão	êles (vocês) dirão	êles (vocês) trarão

COMMENT 2

Future Subjunctive, Irregular

Só compro se me *der* licença de escolher.
I'll buy only if you let me choose.

O dia que *disserem* que eu não sei comprar na feira . . .
The day they say that I don't know how to buy at the street market . . .

Quando *fôr* para a mesa, todo inteirinho, vai fazer um bonito.
When it gets to the table, whole, it's going to be a success.

Enquanto *puder*, quero que a comida seja a melhor da cidade.
As long as I am able, I want the food to be the best in town.

Quando o senhor *tiver* chegado em casa, vai direitinho para a cama, depois que *tiver* tomado um lanche.
When you get home you're going straight to bed after you have had a little lunch.

Se *estiver* descansado até a hora do almôço . . .
If you're rested by lunch time . . .

Quando *quizer* voltar para o serviço com tanta pressa . . .
When you want to go back to work in such a hurry . . .

The verbs in italics in the above sentences are in the future subjunctive, which we explained in Unit 23. These verbs too are irregular and, although they all end in the same final sounds, the root is formed differently from regular verbs. They are built on the root of the *êles* form of the preterite, which you learned in Units 10 and 14. You drop the *–am* and use the root alone for the *eu* and *êle* form; for the *nós* form you add *–mos*, and for the *êles* form you add *–em*. We list here the verbs that you have had so far, with the forms of the future subjunctive.

Infinitive	*Future Subjunctive*		
	eu, êle, você	nós	êles
ser	fôr	formos	forem
ir	fôr	formos	forem
estar	estiver	estivermos	estiverem
ter	tiver	tivermos	tiverem
fazer	fizer	fizermos	fizerem
poder	puder	pudermos	puderem
dar	der	dermos	derem
dizer	disser	dissermos	disserem
pôr	puser	pusermos	puserem
querer	quiser	quisermos	quiserem
saber	souber	soubermos	souberem
trazer	trouxer	trouxermos	trouxerem
vir	vier	viermos	vierem
ver	vir	virmos	virem

COMMENT 3

Vou estudar à noite.	I'm going to study at night.
Não creio que a senhora vá ficar triste.	I don't think you are going to be sorry (sad).
Vou mostrá-los a você.	I'm going to show them to you.
Vamos tomar alguma coisa?	Shall we take something?

The future tense is not very common in conversation. The average speaker uses some form of the verb *ir* with the infinitive of the verb in question, just as we do in English. Instead of saying "I shall study at night," for example, they say "I'm going to study at night" (*vou estudar à noite*). They use this construction even more frequently than we do in English.

COMMENT 4

Lembrar-me-ei sempre do Brasil. — I'll always remember Brazil.

Notice the peculiar position of the pronoun *me* in the above sentence. Portuguese can place its object pronoun between the infinitive and the ending in the future. This form is somewhat literary and the ordinary speaker gets around it by using a different phrase or a different tense.

2. Covering English and Portuguese of Word Study

Individual Study: Give the English equivalents of all Portuguese expressions in the Word Study and the Portuguese for all the English.

3. Review of Basic Sentences

Further oral practice with the first part of the Basic Sentences.

Section C — Review of Basic Sentences (*Cont.*)

1. Review of Basic Sentences (*Cont.*)

Further oral practice with the second part of the Basic Sentences.

2. Covering the English of Basic Sentences

Individual Study: Check your knowledge of the meaning of all words and phrases in the Basic Sentences.

3. What Would You Say?

I. Use the future subjunctive for the following verbs in parentheses:

1. O senhor Silva poderá voltar ao Brasil sempre que (querer).
2. Se você (dizer) o que quer, terei todo o prazer em fazer a sua vontade.
3. Tenho certeza que êle ficará triste quando (ter) que deixar o país.
4. Quando o senhor (ir) aos Estados Unidos, quero levá-lo a muitos lugares interessantes.

5. Se o senhor (vir) à minha casa hoje, conhecerá o noivo de minha filha.
6. Qualquer coisa que nós (dar) será bem recebida por êle.
7. Êle crerá em tudo que nós (dizer).
8. Se você (fazer) todo o trabalho, poderá ir ao cinema depois.

II. Change the verbs in italics from the present to the future tense and be ready to do so without looking in the book:

1. A amizade entre brasileiros e americanos *cresce* com o tempo.
2. *Tenho* necessidade de comprar um casaco bem quente para o tempo frio.
3. *Vamos* aos Estados Unidos daquí a três meses.
4. Êles *vão* juntos ao cinema.
5. Êles *dão* uma festa para sua filha.
6. *Fazemos* isto porque gostamos de vê-la satisfeita.
7. Êles *dizem* a ela que não puderam sair por causa do tempo.

III. Match the expressions of the first column with those of the second column so as to form an anecdote which you can read before the group:

1. Uma senhora sente-se doente
2. Pede ao médico que lhe dê um remédio
3. Diz a êle que há uma semana
4. O médico dá-lhe um
5. « Tome uma colher de sopa cada
6. Mas lembre-se que tem que ser tomado cada dez

a) remédio e diz:
b) dez minutos durante a noite.
c) e vai ao médico.
d) minutos, das sete da noite até as sete da manhã. »
e) que não dorme bem.
f) para que possa dormir bem à noite.

Section D — Listening In

1. What Did You Say?

With the other members of the group give orally your responses to the previous exercises as the Leader calls for them.

2. Word Study Check-up

Give the Portuguese for all English equivalents in the Word Study as the Leader calls for it.

3. Listening In

I

Dois amigos, que não se viam há muito tempo, conversam num café.

A. diz a B.:

— Estamos passando por uma fase horrível na companhia; temos tido muito trabalho e sinto-me muito cansado.

Pergunta B.:

— E seu irmão que, antes da guerra, estava querendo tanto um emprêgo no govêrno que está fazendo agora?

Responde A.:

— Nada. Deram-lhe o emprêgo.

II

Em conversa com um político, diz um môço:

— Estou agora estudando Economia Política na escola.

Responde-lhe imediatamente o político:

— Então está perdendo o seu tempo.

Se você tem aspirações políticas, não terá que aprender a economizar em coisa alguma, nem em palavras, em tempo, ou em dinheiro.

III

A. — Será que você sabe o que aconteceu com Mário e Paulo? Nunca mais ouvi falar dêles.

B. — Bem, ouvi dizer que Mário é um dos grandes políticos do país e parece que Paulo também não vale grande coisa.

IV

Pergunta a mãe de uma criança de três anos, muito contente:

— O que lhe faz crer que esta criança será um grande político quando crescer?

— Porque é capaz de falar mais, sem dizer nada, do que qualquer outra pessoa que conheço.

V

Um político falava ao povo, durante horas, sem parar. Depois de ter discutido a situação da Câmara, passou aos novos decretos, aos govêrnos democráticos, etc., sem cansar-se:

— Quando digo que estou falando ao povo, não quero dizer só o povo de hoje, mas também o do futuro!

Diz alguém do meio do povo:

— Sim; e, se não andar depressa, o povo do futuro ainda estará aquí em tempo de ouvir as suas palavras.

VI

A. — Desde que êle perdeu todo o seu dinheiro, perdeu também a amizade de metade das pessoas que conhece.

B. — E a outra metade?

A. — Ainda não sabe que êle perdeu o dinheiro.

VII

Sr. Silva. — Qual acha o sr. que seja a razão mais forte da amizade entre brasileiros e americanos?

Sr. Jones. — Tanto os americanos como os brasileiros, ainda que sejam povos de origem diferente, têm muita afinidade.

Sr. Silva. — É verdade. Todos dois são povos novos, todos dois têm passado por fases difíceis e todos dois têm um grande futuro.

Sr. Jones. — Espero que essa amizade não seja uma coisa transitória e que fique cada vez mais forte.

Sr. Silva. — Fico satisfeito por saber que, quando o sr. chegar ao seu país, será capaz de representar a nossa situação tal como é na verdade.

Section E — Conversation

1. Covering the Portuguese of Basic Sentences

Individual Study: With the Portuguese covered, practice until you can speak the Portuguese for each English sentence without hesitation.

2. Vocabulary Check-up

Give the Portuguese for all English sentences in the Basic Sentences as the Leader calls for it.

3. Conversation

Suggested Topics

1. Carry on a conversation between an American and a Brazilian, in which each tells the other as much as he can about the government of his country. Ask one another questions about any features that seem different. The American does not understand how Brazil can be considered democratic, but the Brazilian explains that the people consider the present government a temporary and necessary phase before they can have the democracy they want.
2. An American Marine is out with a Brazilian girl. Each one is trying to make a good impression on the other, so they discuss American and Brazilian history. The girl has heard of Washington, Lincoln, and Roosevelt, but her ideas are confused and she asks many questions about them. The Marine wants to know if Brazil has any such national figures.
3. Three soldiers get into an argument about politicians. One says that they run the government and do a bad job of it. Another says that the politicians are necessary because the average person does not take enough interest in the government. The third soldier says that politicians are no worse than any other people and we should be grateful to them for being willing to devote all their time to government.
4. Discuss, as far as you are able, the present heads of state of Brazil and of the United States, their similarities, their differences, their actions. Have the class pool its information regarding the Brazilian President.

Section F — Conversation (*Cont.*)

Continue conversation. Additional check-up on the material of the Basic Sentences by the Leader if it seems necessary.
Review: Complete check-up on the material of the Word Study and Basic Sentences.

FINDER LIST

a afinidade	affinity	a Câmara	Congress	o decreto	decree
a amizade	friendship	capaz	capable	democrático	democratic
a aspiração	aspiration	conhecido	known	discutir	to discuss
		crescer	to grow	durante	during

a fase	stage, phase
o futuro	future
o govêrno	government
a guerra	war
novo, –a	new

a origem	origin
o país	country
a palavra	word
político, –a	political
o político	politician, political figure

o povo	people
o presidente	president
a razão	reason
representar	to represent
a situação	situation
transitório, –a	transitory

MILITARY

Section A — Basic Sentences

Several friends are discussing the war news at the home of Mr. Jones.

	ENGLISH EQUIVALENTS	CONVENTIONAL SPELLING
Mr. Jones.	What's the news on the war today?	Quais são as notícias sôbre a guerra hoje?
Gloria.	There's nothing new.	Não há nada de novo.
	advance	avançar
	the Americans continue advancing	os americanos continuam avançando
	But I'm glad that the Americans are still advancing.	Mas estou contente porque os americanos continuam avançando.
Mr. Jones.	I am almost sure	tenho quase certeza
	Marines	Fuzileiros Navais
	the front	a frente
	the attack	o ataque
	the front line of attack	a frente do ataque
	I'm practically sure the Marines are in the front line of attack.	Tenho quase certeza que são os Fuzileiros Navais que estão na frente do ataque.
Henry.	you should not	o sr. não deve
	You shouldn't say that, Mr. Jones.	O sr. não deve dizer isso, Sr. Jones.

ENGLISH EQUIVALENTS	CONVENTIONAL SPELLING
aviators	aviadores
bombardment	bombardeio
they have to make a bombardment	têm que fazer um bombardeio
enemy	inimigo
over the enemy territory	sôbre o país inimigo
therefore	portanto
it would be they who	seriam êles que
they would be in the front line	estariam na frente
You know that aviators always have to bomb the enemy territory before an attack, therefore they would be the ones in the front lines.	O sr. sabe que os aviadores têm sempre que fazer um bombardeio sôbre o país inimigo antes de um ataque, portanto, seriam êles que na verdade estariam na frente.
Mr. Jones. dangerous	arriscado
But the work of the Marines is more difficult and more dangerous.	Mas o trabalho dos Fuzileiros Navais é mais difícil e mais arriscado.
fire	fogo
against heavy fire	contra fogo pesado
Sometimes they have to advance under heavy fire.	Têm às vezes que avançar contra fogo pesado.
Henry. I don't think so.	Creio que não.
the courage	a coragem
confront	enfrentar
to confront from near	para enfrentar de perto
the cannon *or* gun	o canhão
I think an aviator has to have much more courage, to confront the fire of the enemy cannons at short range.	Acho que um aviador deve ter muito mais coragem, para enfrentar de perto o fogo dos canhões inimigos.

ENGLISH EQUIVALENTS

Gloria. I wouldn't lose so much time
the most dangerous work
I wouldn't waste so much time discussing who has the most dangerous job or who has more courage.

as much the Marines as the soldiers
equal
valor *or* value
I think that Marines, as well as soldiers, Navy men, and aviators, have just as much courage.

CONVENTIONAL SPELLING

eu não perderia tanto tempo
o trabalho mais arriscado
Eu não perderia tanto tempo discutindo quem tem o trabalho mais arriscado ou quem tem mais coragem.

tanto os Fuzileiros Navais como os soldados
igual
valor
Acho que tanto os Fuzileiros Navais, como os soldados, os marinheiros e os aviadores, têm igual valor.

Mr. Jones. You're right, Gloria.

effort
the effort of all these men together
general
although we had the best generals
we would not be winning
If it weren't for the combined effort of all these men, even though we had the best generals, we would not be winning the war.

Gloria. civilian
even the civilians
for the war effort
woman

Você tem razão, Glória.

esfôrço
o esfôrço de todos êsses homens juntos
general
ainda que tivéssemos os melhores generais
não estaríamos ganhando
Se não fosse o esfôrço de todos êsses homens juntos, ainda que tivéssemos os melhores generais, não estaríamos ganhando a guerra.

civil
também os civis
pelo esfôrço de guerra
mulher

	ENGLISH EQUIVALENTS	CONVENTIONAL SPELLING
	men as well as women	tanto os homens como as mulheres
	Don't you think that even civilians can do something for the war effort, men as well as women?	Não acha o sr. que também os civis podem fazer alguma coisa pelo esfôrço de guerra, tanto os homens como as mulheres?
Mr. Jones.	I don't think they can do just something, Gloria. I think they can do a great deal.	Não acho que podem fazer alguma coisa só, Glória. Acho que podem fazer muito.
	not just the soldiers are fighting in this war all those who	não só os soldados estão lutando nesta guerra todos aquêles que
	It isn't only the soldiers who are fighting in the war, but you, I, and all those who are doing something for the war effort.	Não só os soldados estão lutando nesta guerra, mas também você, eu e todos aquêles que estão fazendo alguma coisa pelo esfôrço de guerra.
Henry.	I wasn't accepted	não fui aceito
	I was very sad because I wanted to be a flier and I wasn't accepted.	Eu estava muito triste porque queria ser aviador e não fui aceito.
Mr. Jones.	Why weren't you accepted?	Por que você não foi aceito?
Henry.	I am very young	sou muito criança
	They told me that I was too young.	Disseram-me que sou muito criança.
	while I'm waiting until I can be an aviator help the best I can	enquanto espero até poder ser aviador ajudar o mais que puder
	But now I'm not very sad, because while I'm waiting to be an aviator, I'm going to help as much as I can in other things.	Mas agora já não estou tão triste, porque, enquanto espero até poder ser aviador, vou ajudar o mais que puder em qualquer outra coisa.

	ENGLISH EQUIVALENTS	CONVENTIONAL SPELLING
Mr. Jones.	it's fine	ainda bem
	It's fine for you to think so, Henry.	Ainda bem que você pensa assim, Henry.
	spirit	espírito
	win *or* conquer	vencer
	That's the kind of spirit that has conquered our enemy.	Êsse é o espírito que tem vencido o nosso inimigo.

Section B — Word Study and Review of Basic Sentences

1. Word Study

COMMENT 1

Conditional Tense

Eu não *perderia* tanto tempo discutindo . . .	I would not lose so much time discussing . . .
Se não fosse o esfôrço de todos êsses homens juntos, não *estaríamos* ganhando a guerra.	If it weren't for the combined effort of all these men, we would not be winning the war.
Seriam êles os que *estariam* na frente.	They would be the ones that would be in the front lines.

The verbs in italics in the above sentences belong to a new tense which you have not met before. They indicate what would take place if conditions were different, or what would probably take place under the conditions stated. That's why this tense is called *conditional.*

It is formed on the same stem as the future, but the endings are as follows: *–ia* for the *eu* and *êle* form; *–íamos* for the *nós* form; and *–iam* for the *êles* form. Therefore the forms of the conditional, based on the future, would be as follows:

perderei, *I shall lose*	
eu perderia	I would lose
êle (você) perderia	he (you) would lose
nós perderíamos	we would lose
êles (vocês) perderiam	they (you) would lose

serei, *I shall be*	
eu seria	I would be
êle (você) seria	he (you) would be
nós seríamos	we would be
êles (vocês) seriam	they (you) would be

COMMENT 2

Se não fosse o esfôrço de todos êsses homens juntos, não estaríamos ganhando a guerra.

If it weren't for the combined effort of all these men, we would not be winning the war.

The sentence above expresses a condition, i.e. it shows what would happen if something else were to happen. Sometimes, as in this case, you start with a condition which you know is not so. You are saying "if it weren't for the combined effort" when you know that effort is there. Technically we call this a contrary-to-fact condition.

The *if*-clause goes in the imperfect subjunctive and the result that would follow goes in the conditional. In this case you have *se não fosse* followed by *não estaríamos*. This type of sentence is not too common in conversation, so we are giving you some examples of what you are likely to hear in the *What Would You Say* of this unit.

COMMENT 3

Se estiver descansado até a hora do almôço, pode descer.

Se nós estamos perto, mamãe o manda ficar quieto.

If you're rested by lunch time, you can come down.

If we are near, Mother makes him keep quiet.

In other types of conditional sentences, when the *if*-clause refers to something that is going to take place later, Portuguese uses the future subjunctive, which you learned in Unit 23. In the first sentence of this comment "if you're rested" refers to some time later, therefore *estiver* is future subjunctive.

When the *if*-clause refers to conditions existing at the time that one is speaking, that *if*-clause is followed by the present indicative, just as in English. In the second sentence of this comment "if we are near" refers to what is happening right now, therefore *estamos* is in the present tense, which you have been using right along.

O sr. não *deve* dizer isso, Sr. Jones.
Acho que *devia* ter voltado ao serviço hoje.
Eu não sabia em qual dos nomes *devia* arquivá-lo.
Então a minha côr *deve* ser boa.
Ela *devia* ter tomado cuidado antes que peorasse.

You shouldn't say that, Mr. Jones.
I think I should have gone back on duty today.
I didn't know under what name I should file it.
Then my color must be good.
She should have taken care before she got worse.

The verb *dever* has many shades of meaning. In the present tense it expresses what one should or should not do, either because he has to or because that is one's duty. If you say *o sr. deve fazer isso*, it means "you must do that." When you say *o sr. não deve dizer isso*, it means "you must not say that." The verb *dever* in the present can express what may probably be so, as in *a minha côr deve ser boa.* When used in the past tense (*devia*) or in the conditional (*deveria*) it expresses what one should have done at some time in the past. When *devia* or *deveria* is used to refer to something taking place now, it gives the idea of what is proper to do according to conventions. *O sr. não deveria dizer isso* means "it isn't the proper thing for you to say that." Frequently in conversation Portuguese uses *devia* where, according to conservative grammars, one would be expected to say *deveria.*

2. Covering English and Portuguese of Word Study

Individual Study: Give the English equivalents of all Portuguese expressions in the Word Study and the Portuguese for all the English.

3. Review of Basic Sentences

Further oral practice with the first part of the Basic Sentences.

Section C — Review of Basic Sentences (*Cont.*)

1. Review of Basic Sentences (*Cont.*)

Further oral practice with the second part of the Basic Sentences.

2. Covering the English of Basic Sentences

Individual Study: Check your knowledge of the meaning of all words and phrases in the Basic Sentences.

3. What Would You Say?

I. Use the conditional tense for the following verbs in parentheses:

1. Henrique (*would like*) de ser aviador.
2. Para chegar lá êles (*would have*) que avançar contra o fogo do inimigo.
3. Nós não (*would be*) ganhando a guerra se não fosse o esforço de todos.
4. Eu (*would like*) de saber quando começará o ataque.
5. Êle (*would have*) feito tudo por ela se ela não fosse tão má.
6. Nós (*would advance*) mais depressa, se não fosse a chuva.
7. O inimigo disse que (*would win*) a guerra em um ano.

II. Give the Portuguese equivalents of the following sentences, using the verb *dever:*

1. We must do everything to win this war.
2. I should pay that check, but I haven't the money.
3. You must not say that.
4. You ought to call on him, because he's been sick for a long time.
5. You have to finish this job.

III. What would you say in the following situations:

1. *You are talking to a young boy who wants to be a flyer and you tell him the following things:*
   a) He is too young to be a flyer.
   b) He shouldn't be sad that he wasn't accepted
   c) He can help win the war in other ways.
   d) You yourself would like to be a Marine, but you are too old.
2. *A boy is telling his friend the reasons why he likes to be a flyer:*
   a) He likes dangerous jobs.
   b) He is very sad whenever he can't take part in a bombardment.
   c) He likes to go through the fire of enemy cannons.
   d) He likes the feeling of going home after an attack.

3. *A woman is saying to her son:*
   a) She doesn't want him to go to war.
   b) She thinks war is very dangerous and he might lose his life.
   c) There are many men fighting already.
   d) He should stay home and help in some other way.

4. *The son is very angry and tells his mother that:*
   a) He can lose his life at home, too.
   b) He feels that if he is young and strong he should go to war.
   c) He can't stay home when all the others are taking part in the war.

5. *A father is talking to his son and says:*
   a) He's glad the boy is a Marine.
   b) He was a Marine too when he was young.
   c) He is sorry he is too old, otherwise they might go fighting together.
   d) He wants the boy to write him often.

Section D — Listening In

1. What Did You Say?

With the other members of the group give orally your responses to the previous exercises as the Leader calls for them.

2. Word Study Check-up

Give the Portuguese for all English equivalents in the Word Study as the Leader calls for it.

3. Listening In

I

Dois amigos conversam durante pesado bombardeio, debaixo do fogo inimigo.

A. pergunta a B.:
— Por que você quiz entrar para os Fuzileiros Navais?

Responde B.:

— Bem, eu não sou casado e gosto de lutar, portanto achei que o melhor que tinha a fazer era vir para a guerra.

E você, por que está aquí?

Diz A.:

— Porque sou casado e gosto de paz, meu amigo.

II

Ela. — Você é o rapaz mais simpático que já conheci.

O soldado. — Diga isso aos Fuzileiros Navais.

Ela. — Já disse; a mais de uma dúzia dêles.

III

Um homem que dizia ter sido general na Grande Guerra, estava num restaurante e conversava com algumas das pessoas que estavam alí sôbre um dos maiores ataques em que tinha estado.

Dizia como, com grande coragem, tinha se arriscado avançando contra o fogo inimigo.

Outro homem, que também dizia ter sido general, passou a falar do mesmo ataque.

Êste dizia que tudo que o primeiro general tinha dito estava errado, que estivera sempre na frente lutando com igual ou maior valor que o outro general.

Um outro homem que estivera quieto até então, disse que também estivera no mesmo ataque.

Sem esfôrço, falou como tinha sido tudo, o forte bombardeio inimigo, a coragem e valor de todos os homens.

Quando parou de falar perguntou ao garçon quanto devia.

O garçon perguntou-lhe se também tinha sido um general na Grande Guerra.

Êle disse que não, que tinha sido só um soldado.

O garçon disse:

— Então o sr. não deve nada. É um prazer conhecer *um* civil que não foi general na Grande Guerra.

IV

A. — Por que vocês brasileiros chamam as mulheres de canhões?

B. — Não chamamos tôdas as mulheres de canhões.

A. — Quais então?

B. — Canhões são só aquelas que ninguém tem coragem de enfrentar.

V

Um rapaz e uma moça estavam numa festa.

Enquanto dansavam, o rapaz viu um velho general e disse à moça:

— Vê aquêle velho alí? É o meu general.

Tem algum valor, mas é o velho mais sem espírito que conheço.

Não é capaz de ajudar um soldado numa situação difícil.

Nunca viu fogo de perto, mas está sempre falando de sua coragem.

A moça pergunta-lhe:

— O sr. sabe quem eu sou?

Êle responde que não e ela lhe diz:

— Sou a filha daquêle general.

Pergunta-lhe êle:

— E a senhorita sabe quem *eu* sou?

— Não, senhor.

— Ainda bem . . . Até logo!

Section E — Conversation

1. Covering the Portuguese of Basic Sentences

Individual Study: With the Portuguese covered, practice until you can speak the Portuguese for each English sentence without hesitation.

2. Vocabulary Check-up

Give the Portuguese for all English sentences in the Basic Sentences as the Leader calls for it.

3. Conversation

Suggested Topics

1. Two gentlemen are reading their newspapers while riding to work. Mr. A is glad the Americans are still advancing. Without the Marines in the front line we'd never get anywhere. Mr. B thinks the work of the aviators is more important. They have to bomb and prepare the territory for the Marines. Mr. A says that's true, but the Marines are the ones who have to advance under heavy fire. How about the

flyers, answers his friend, don't they have to confront the fire of the enemy cannons at short range? They finally agree that it takes the combined effort of all men to win the war.

2. Henry is sad because he wasn't accepted as a flyer. He can't do his part to win the war. His father tells him there are other ways of doing something for the war effort, Henry feels that the flyer does the most important job. The father explains that without the Marines, the Army and Navy, as well as civilians, the flyer would not be so important; each depends on the other. How would aviators fly if civilians didn't make planes? Who would advance and take the territory after the aviators bomb it? Henry hadn't thought of that. Yes, he agrees that it takes the combined effort of all men and women to win the war.
3. Peter wants to be a flyer. He wants to fly and have the pleasure of bombing the enemy. His father, a Marine, says that's a dangerous job. Why not be a Marine? Peter says he wants to fly and hear the fire of enemy cannons. Besides, being a Marine is just as dangerous. Sometimes Marines have to advance under heavy fire. The father says that's true, but it's safer on land than in the air. Peter thinks that's a poor argument; his father wants him to be a Marine because he is one. The father admits it. Peter becomes a flyer.
4. Henry wants to leave school and go to war. His mother says he should stay in school and study. It's too dangerous for a young boy and he might lose his life. Henry gets angry, saying he is almost eighteen and he's going to help win the war. His mother tells him there are many other ways of doing something for the war effort. He can work after school. Not Henry; that's for children. He can't stay at home while his friends are fighting. His mother argues that he can be a better soldier if he goes to school; the Army needs intelligent men. No, Henry has made up his mind. The Army will teach him what he doesn't know.

Section F — Conversation (*Cont.*)

Continue conversation. Additional check-up on the material of the Basic Sentences by the Leader if it seems necessary.
Review: Complete check-up on the material of the Word Study and Basic Sentences.

FINDER LIST

ainda bem	it's fine
ajudar	to help
arriscado	dangerous
o ataque	attack
avançar	to advance
o bombardeio	bombardment
os canhões	cannons
civil	civilian
a coragem	courage
dever	must
enfrentar	to confront
o esfôrço	effort
o espírito	spirit
o fogo	fire
a frente	front line
o Fuzileiro Naval	Marine
o general	general
igual	equal
o inimigo	enemy
lutando	fighting
a mulher	woman
portanto	therefore
o valor	value *or* valor
vencido	won

AGRICULTURE

Section A — Basic Sentences

Mr. Jones decides to visit Mr. Campos' farm.

	ENGLISH EQUIVALENTS	CONVENTIONAL SPELLING
Jones.	I thought I should visit ranch	achei que devia visitar fazenda
	Mr. Campos, I thought I'd visit a ranch before leaving Brazil.	Sr. Campos, achei que devia visitar uma fazenda antes de deixar o Brasil.
	so it is that to be able to see	assim é que por poder ver
	That's why I am very glad I can see your farm.	Assim é que estou muito contente por poder ver a sua fazenda.
Campos.	The pleasure is all mine, Mr. Jones.	O prazer é todo meu, Sr. Jones.
	to be called	para ser chamado
	But this one is not big enough to be called a ranch.	Mas isto aquí não é grande bastante para ser chamado uma fazenda.
	it is rather small farm	é antes sítio
	It is rather a small farm.	É antes um sítio.

ENGLISH EQUIVALENTS		CONVENTIONAL SPELLING
Jones.	chief	principal
	the chief product	o produto principal
	What is the chief product of your farm? Coffee?	Qual é o produto principal do seu sítio? Café?
Campos.	plant	plantar
	little coffee	pouco café
	No. We don't plant much coffee in the north.	Não. Plantamos pouco café no norte.
	grows well	dá bem
	land *or* soil	terra
	the climate	o clima
	the south	o sul
	Coffee grows well in the soil and climate of the south.	O café dá bem nas terras e no clima do sul.
Jones.	more	mais
	What do they plant mostly here?	O que plantam mais aquí?
Campos.	the sugar cane	a cana de açúcar
	produce	produzir
	the alcohol	o álcool
	Sugar cane. We produce a lot of alcohol and sugar.	Cana de açúcar. Produzimos muito álcool e açúcar.
Jones.	market *or* demand	mercado
	Is the demand for alcohol big?	É grande o mercado para o álcool?
Campos.	consumption	consumo
	Yes, the consumption is very big.	Sim, o consumo é muito grande.
	to make them go	para fazer andar
	on account of *or* due to	por causa de

lack *or* shortage
Alcohol is used together with gasoline to make automobiles and other machines go, on account of the lack of gasoline in Brazil.

falta
Usa-se o álcool junto com a gasolina para fazer andar os automóveis e outras máquinas, por causa da falta de gasolina no Brasil.

Jones. gives much work
Is it a lot of work to raise sugar cane?

dá muito trabalho
A cana de açúcar dá muito trabalho?

Campos. to weed
it is not necessary to weed
Not much. It grows well and you don't have to do much weeding.

capinar
não é preciso capinar
Não muito. Cresce bem e não é preciso capinar muito.

Jones. the cotton
plant
What's this? It's cotton, all right, but in the United States I have seen only small plants.

o algodão
planta
Que é isto? Estou vendo que é algodão, mas nos Estados Unidos só vi plantas pequenas.

Campos. in the south of the country
Then it's like the cotton we have in the south of the country.

no sul do país
Então é como o algodão que temos no sul do país.

the quality *or* kind
that grows best here
pick
But the kind that grows better here in the north is the tall one, which you can pick for many years.

a qualidade
que dá melhor aquí
colhêr
Mas a qualidade que dá melhor aquí no norte é a alta, que se pode colhêr por muitos anos.

Jones. fertilizer
Do you put fertilizer on the soil every year?

adubo
O sr. põe adubo na terra todos os anos?

	ENGLISH EQUIVALENTS	CONVENTIONAL SPELLING
Campos.	the fertilizer is expensive get *or* arrange transportation up to here No, sir. Fertilizer is expensive and it's very hard to get it shipped this far.	o adubo é caro arranjar transporte até aquí Não, sr. O adubo é caro e é muito difícil arranjar transporte até aquí.
Jones.	wear out What do you do when the soil becomes worn out?	cansar Como fazem então quando a terra fica cansada?
Campos.	it is left without planting it is burned in order to clean it You leave it idle for some time and then burn the weeds to clean it. Then you can plant again.	deixa-se sem plantar queima-se para limpar Deixa-se sem plantar por algum tempo e depois queima-se para limpar. Pode-se então plantar outra vez.
Jones.	are not producing But, in that way there will always be lands that are not producing.	não estão produzindo Mas, assim, sempre haverá terras que não estão produzindo.
Campos.	it doesn't do any harm That's true, but there's so much land here that it doesn't matter if all the lands are not producing.	não faz mal É verdade, mas aquí há tanta terra que não faz mal se não estiverem tôdas produzindo.
Jones.	Don't you plant vegetables?	O sr. não planta legumes?
Campos.	tree for home consumption We have only a few for home use over there near the trees.	árvore para o consumo da casa Só temos um pouco, para o consumo da casa, alí perto das árvores.

it isn't worth while planting
much
It isn't worth while planting much, because we have no market for them.

I told you before
As I told you before, transportation is very difficult.

Jones. But do they grow well here?

Campos. they give a lot of work
Not very well. They are a lot of work.

to be putting water
the land is very dry
The sun is very hot and you have to water them all the time, because the soil is very dry.

Jones. fruits that I do not know
I see some fruit I don't know.

Campos. the children like fruits
Yes, we have a few trees, because the children like fruit very much.

Jones. I don't quite know how that is.

they plant few trees
I think Brazilians like fruit, but it seems to me they plant very few trees.

não vale a pena plantar
muito
Não vale a pena plantar muito, porque não temos mercado para êles.

lhe disse antes
Como já lhe disse antes, o transporte é muito difícil.

Mas crescem bem aquí?

dão muito trabalho
Não muito. Dão muito trabalho.

estar-se pondo água
a terra é muito sêca
O sol é muito quente e é preciso estar-se sempre pondo água, porque a terra é muito sêca.

frutas que não conheço
Estou vendo algumas frutas que não conheço.

as crianças gostam de frutas
É, temos umas poucas árvores, porque as crianças gostam muito de frutas.

Não sei muito bem como é isso.

plantam poucas árvores
Acho que os brasileiros gostam de frutas, mas parece-me que plantam poucas árvores.

ENGLISH EQUIVALENTS		CONVENTIONAL SPELLING
Campos.	a great enemy of ours ant But it is due to a great enemy of ours, the ant.	um grande inimigo nosso formiga Mas isso é por causa de um grande inimigo nosso, a formiga.
Jones.	corn it is very pretty I see you planted a lot of corn. And it looks nice.	milho está muito bonito Vejo que o sr. plantou muito milho. E está muito bonito.
	the consumption of the farm Is it also just for use on the farm?	o consumo do sítio É também só para o consumo do sítio?
Campos.	Yes. Almost all of it goes for the animals.	Sim. Vai quase todo para os animais.
	donkeys work oxen The chickens, the donkeys, the oxen eat a lot of corn.	burros bois de trabalho As galinhas, os burros, os bois de trabalho, comem muito milho.
Jones.	raise cattle Do they raise a lot of cattle around here?	criar gado Cria-se muito gado por aquí?
	cow producing milk Do you have many cows giving milk?	vaca produzindo leite Tem muitas vacas produzindo leite?
Campos.	It isn't worth it.	Não vale a pena.
	profit *or* return Milk does not give large profits.	lucro O leite não dá grandes lucros.

once more
the difficulty
transportation difficulty
Once again I have to tell you about the transportation difficulties.

donkey train
The transportation of many of our products is carried on by donkey train.

Jones. with that
The farms lose a lot that way, don't they?

Campos. Yes. We contend with a lot of transportation difficulties.

good modern roads
poverty
we'll be able to conquer poverty
they'll be able to yield large returns
When we finally have many good modern roads we'll be able to fight poverty and our farms will yield large returns.

mais uma vez
a dificuldade
dificuldade de transporte
Mais uma vez tenho que falar-lhe das dificuldades de transporte.

tropa de burros
O transporte de muitos dos nossos produtos é feito por tropa de burros.

com isso
As fazendas perdem muito com isso, não?

Sim. Lutamos com grandes dificuldades de transporte.

estradas boas e modernas
pobreza
poderemos vencer a pobreza
poderão dar grandes lucros
Só quando tivermos muitas estradas, boas e modernas, poderemos vencer a pobreza e nossas fazendas poderão dar grandes lucros.

1. Word Study

COMMENT 1

Passive Construction

Não é grande bastante para *ser chamado* uma fazenda.	It isn't large enough to be called a ranch.
O transporte *é feito* por tropa de burros.	The transportation is done by donkey train.
Queria ser aviador e não *fui aceito.*	I wanted to be an aviator and I wasn't accepted.
Por que você não *foi aceito?*	Why weren't you accepted?

In the above sentences the expressions in italics are composed of a form of the verb *ser* followed by the past participle of another verb. This form is equivalent to the English verb *to be* followed by a past participle. It indicates that the subject receives rather than performs the action indicated by the verb. For example, the *ranch* receives the action of *calling;* the *transportation* receives the action of *doing.* This verbal form is called *passive.* When the agent performing the action needs to be expressed, it is preceded by the word *por,* as in the second sentence *por tropa de burros.*

COMMENT 2

Reflexive Verbs

Lembre-se como se cansou com um passeiozinho?	Remember how tired you got with a little walk?
Já está se sentindo melhor?	Are you feeling better already?
Eu me esquecí.	I forgot.
Lembrar-me-ei do Brasil.	I shall remember Brazil.

In Unit 17 you studied verbs which are called *reflexive* because the action indicated by the verb is done to the subject itself rather than to someone else. Sometimes the reflexive meaning disappears in English, but the verb remains reflexive in form in Portuguese. Verbs like *lembrar-se, sentir-se,* and *esquecer-se* belong to this group.

COMMENT 3

Reflexive with Passive Meaning

As bananas se compram assim.	That's how you buy bananas.
Eu não sei como se faz.	I don't know how it's done.
Ela se chama Francisca Smith.	Her name is Frances Smith.
Pode-se colhêr por muitos anos.	It can be picked for many years.
Deixa-se sem plantar.	It is left without planting.
Queima-se para limpar.	It is burned to be cleaned.
Pode-se então plantar outra vez.	It can then be planted again.
O povo tem que se representar junto a êsse govêrno.	The people have to be represented in that government.

Sometimes the reflexive verb is used to indicate that an action is done by anybody in general and no one in particular. For example, *as bananas se compram* means that anybody buys the object indicated; *deixa-se sem plantar* means that *anybody* leaves such land without planting. A general form of this sort is rendered by the passive in English, as well as by other forms such as "one," "you," "anybody," "people." This reflexive cannot be used for the passive in Portuguese if the *doer* of the action is expressed in the sentence.

COMMENT 4

People Do, etc.

Cria-se muito gado por aquí?	Do they raise many cattle here?
A gente manda telegramas.	People send telegrams.

Sometimes Portuguese uses the expression *a gente* in the same way as we use "people" in English, to refer to people in general and no one in particular. As we have just explained, Portuguese generally uses the reflexive *se* for this type of expression, providing the *doer* of the action is not expressed.

Passive with **ficar**

Fica registrado o dinheiro que você põe.	The money you put in is marked down.
A terra fica cansada.	The land becomes worn out.

Generally Portuguese manages to express the passive by some form of *ficar* with a past participle used as an adjective. In the sentences above "the money is marked down" and "the land is worn out" are expressed by *ficar*.

2. Covering English and Portuguese of Word Study

Individual Study: Give the English equivalents of all Portuguese expressions in the Word Study and the Portuguese for all the English.

3. Review of Basic Sentences

Further oral practice with the first part of the Basic Sentences.

Section C — Review of Basic Sentences (*Cont.*)

1. Review of Basic Sentences (*Cont.*)

Further oral practice with the second part of the Basic Sentences.

2. Covering the English of Basic Sentences

Individual Study: Check your knowledge of the meaning of all words and phrases in the Basic Sentences.

3. What Would You Say?

I. Give the Portuguese equivalents, using the passive:

1. This place cannot be called a farm.
2. Coffee is planted in the south, where the soil is better.
3. Alcohol is used together with gasoline to make automobiles go.

4. The products are transported by donkey train.
5. The lands are all weeded before planting.
6. In the Brazilian government the people were represented by the House of Deputies.
7. A war is won by effort on the part of everybody.
8. Brazil is the only country in South America where Portuguese is spoken.

II. Give the Portuguese equivalents of the above, using the reflexive.

III. Complete the sentences in the first column by supplying the correct verb from the second column:

1. —— muito aquí na fazenda.
2. —— água nas plantas todos os dias.
3. Como a terra é boa, —— muita cana.
4. Não vale a pena —— café aquí.
5. A qualidade melhor é a alta, que —— por muitos anos.
6. Quando a terra fica cansada —— sem plantar por algum tempo.
7. Em algumas fazendas —— muita pobreza.

a) se colhe (colhe-se)
b) plantar-se
c) põe-se
d) vê-se
e) deixa-se
f) trabalha-se
g) produz-se

IV. Match the expressions of the first column with those of the second column so as to form an anecdote which you can read before the group:

1. Pedro e Paulo conversavam
2. « Nunca vi um ano tão
3. « É verdade. O milho na minha fazenda
4. « Um pé? O milho na minha fazenda está tão pequeno

a) não está alto de um pé. »
b) que até as formigas são altas para comê-lo . . . »
c) sôbre o tempo.
d) mau como êste. »

Section D — Listening In

1. What Did You Say?

With the other members of the group give orally your responses to the previous exercises as the Leader calls for them.

2. Word Study-Check-up

Give the Portuguese for all English equivalents in the Word Study as the Leader calls for it.

3. Listening In

I

Um homem estava sentado à porta de sua casinha, bem no meio de um pequeno sítio, pensando na vida, quando passou um viajante a cavalo.

O viajante, vendo a falta de plantas e achando o sítio muito triste, resolveu saber a razão de tanta pobreza.

Começou a conversar com o homem.

— Bom dia, meu amigo. Como vai a vida?

— Muito bem.

— Muito bem? Não me parece assim. Vejo tudo tão sêco . . .
Não há uma árvore, uma planta, por aquí. Com certeza não chove há muito tempo.

— Tem chovido, sim senhor.

— O algodão dá tão bem aquí como no sul?

— Dá, sim senhor.

— É preciso capinar muito para poder colhêr alguma coisa?

— Não, senhor.

— A terra daquí precisa de adubo para produzir?

— Não precisa, não senhor.

— O clima é muito mau?

— Não é mau, não senhor.

— O que você faz o dia inteiro?

— Isto que estou fazendo agora.

— Olhe aquí; se você plantasse cana, digamos, acha que teria transporte e que o consumo do álcool ou do açúcar seria bastante para lhe dar algum lucro?

— Acho, sim senhor.

— Que diabo, homem! Então por que não planta alguma coisa? Não cresce nada aquí?

— Plantando cresce, sim senhor. Mas onde vou arranjar tempo para plantar?

II

Uma velha ía levando, com grande dificuldade, uma tropa de burros pelas terras de uma fazenda, quando encontrou três moços.

Os moços, querendo brincar com ela, disseram:

— Bom dia, mãe dos burros!

Ela respondeu logo:

— Bom dia, meus filhos!

III

A. — Você não sabe como criar o gado, vizinho. Três bois de sua fazenda estiveram esta noite no meu sítio e quebraram todo o milho e a cana de açúcar.

B. — Olhe aquí. Você não pode falar dos meus bois. Sua vaca esteve esta noite na minha fazenda e comeu todos os meus legumes.

A. — Está bem, não fique zangado, homem. Vou mandar um litro de leite para você amanhã.

IV

Um homem estava almoçando debaixo de umas árvores, quando uma formiga caíu sôbre a comida.

Diz êle, muito zangado:

— Saia do meu prato, formiga! Não vê que essa comida não dá para dois?

Section E — Conversation

1. Covering the Portuguese of Basic Sentences

Individual Study: With the Portuguese covered, practice until you can speak the Portuguese for each English sentence without hesitation.

2. Vocabulary Check-up

Give the Portuguese for all English sentences in the Basic Sentences as the Leader calls for it.

3. Conversation

Suggested Topics

1. Mr. Jones, an American, asks a Brazilian farmer if he raises coffee. The Brazilian doesn't raise it because the soil and climate in the north isn't good for coffee. Mr. Jones can't understand why he doesn't plant

more vegetables. The farmer explains that there is no market for them, so he plants only enough for home use. Why isn't there a market for them? Don't they eat vegetables in Brazil? Yes, they like them, but they have to produce their own because transportation is poor. They have to use donkey trains, since they don't have many modern roads.

2. Mr. A has noticed that Brazil produces a lot of sugar cane. How is that? Mr. B explains that Brazilians use a great deal of sugar. They make alcohol from sugar, and alcohol is mixed with gasoline, to be used for cars and machinery. Mr. A knew Brazil lacked gasoline, but didn't know alcohol could be used for cars. Is it hard to raise sugar cane? No, says Mr. B, it's easy to raise it. It requires very little weeding.
3. John asks Pedro where the best cotton grows in Brazil. According to Pedro the best cotton grows in the north. There the plants are tall and you can pick the cotton for many years. He shows John some of it. John never saw such tall cotton plants. He had seen some in the United States, but the plants were small. Pedro says it must be like the cotton in southern Brazil. So, observes John, your best cotton is in the north and ours is in the south.
4. A Brazilian tells an American that most of the corn in his country is for chickens, donkeys, and oxen. The American says that in the United States it is used for animals too, but the people also eat a great deal of it. Then they discuss the worn-out land of each country. In the United States they fertilize it, while in Brazil they leave it idle and later burn the weeds to clean it. They also speak of modern roads and of various means of transportation in the two countries.

Section F — Conversation (*Cont.*)

Continue conversation. Additional check-up on the material of the Basic Sentences by the Leader if it seems necessary.
Review: Complete check-up on the material of the Word Study and Basic Sentences.

FINDER LIST

o adubo	fertilizer
o álcool	alcohol
o algodão	cotton
arranjar	to obtain, arrange, get, secure
a árvore	tree
o boi	ox
a cana de açúcar	sugar cane
cansado	tired, worn out
capinar	to hoe, weed
chamado	called
chamar	to call
o clima	climate
colhêr	to gather, pick
o consumo	consumption
criar	to raise
dar bem	to grow well
a dificuldade	difficulty
a falta	lack
a fazenda	ranch
a formiga	ant
o gado	cattle
o lucro	profit
o milho	corn
a planta	plant
plantar	to plant
a pobreza	poverty
por causa de	due to, on account of
produzir	to produce
o sítio	small farm
o sul	south
a terra	land, soil
o transporte	transportation
a tropa de burros	donkey train
a vaca	cow

INDUSTRY

Section A — Basic Sentences

Peter Smith's father wants to set him up in business in Brazil.

	ENGLISH EQUIVALENTS	CONVENTIONAL SPELLING
Mr. Smith.	interest industry	interessar indústria
	Are you interested in industry, Mr. Silva?	O sr. se interessa pela indústria, Sr. Silva?
	do you like more	gosta mais
	Or do you prefer commerce?	Ou gosta mais do comércio?
Mr. Silva.	you ask me that	me pergunta isso
	Why do you ask?	Por que me pergunta isso?
Mr. Smith.	is very much interested a business in opening a business	está muito interessado um negócio em abrir um negócio
	My father is very much interested in opening a business here in Brazil.	Meu pai está muito interessado em abrir um negócio aquí no Brasil.
Mr. Silva.	and you it is worth while	e o senhor vale a pena
	And what about you? Do you think it's worth while?	E o senhor? Acha que vale a pena?

ENGLISH EQUIVALENTS		CONVENTIONAL SPELLING
Mr. Smith.	I am enjoying	estou gostando
	offer	oferecer
	capital	capital
	a small industry	uma pequena indústria
	Yes, I do. And since I like Brazil so much, he is offering me the capital to start a small industry.	Sim. E como estou gostando tanto do Brasil, êle me oferece o capital para começar uma pequena indústria.
	matter *or* subject	assunto
	I have been studying the matter	estou estudando o assunto
	I have been looking into the question for almost a year now.	Há já quase um ano que estou estudando o assunto.
Mr. Silva.	what did you do	o que fez o sr.
	What have you been doing during this time?	O que fez o sr. durante êsse tempo?
Mr. Smith.	I gathered information	colhi informações
	the law	a lei
	the industrial laws	as leis industriais
	we'll have to	teremos que
	take into account	levar em conta
	First I picked up information about the industrial and labor laws which we'll have to take into account.	Primeiro colhi informações sôbre as leis industriais e do trabalho que teremos que levar em conta.
Mr. Silva.	have you chosen already	o sr. já escolheu
	manufacture	fabricar
	Did you figure out the product you want to manufacture?	O sr. já escolheu o produto que quer fabricar?

ENGLISH EQUIVALENTS	CONVENTIONAL SPELLING
Mr. Smith. plastic material which is made from coffee I'm very much interested in the plastic material made from coffee.	material plástico que se faz de café Estou muito interessado no material plástico que se faz do café.
Mr. Silva. The subject is getting very interesting.	O assunto está ficando muito interessante.
I have certainty will be greater each time I'm certain the consumption of plastic material will be greater and greater in the future.	tenho certeza será cada vez maior Tenho certeza que o consumo de materiais plásticos será cada vez maior no futuro.
Mr. Smith. plastic material from coffee Do you find that the plastic material made from coffee is good?	o material plástico do café E acha bom o material plástico do café?
Mr. Silva. it will not be difficult for us to arrange raw material which we need Very much so. And it won't be hard for us to get all the raw materials we need.	não será difícil arranjarmos matéria prima de que precisamos Muito. E não será difícil arranjarmos tôda a matéria prima de que precisamos.
Mr. Smith. in the future when our factory becomes known by-products we'll be able to become interested Later, when our factory gets to be known, we can go into the by-products, which are important, too.	no futuro quando nossa fábrica estiver conhecida sub-produtos poderemos nos interessar No futuro, quando nossa fábrica ficar conhecida, poderemos nos interessar pelos sub-produtos, que também são importantes.

ENGLISH EQUIVALENTS		CONVENTIONAL SPELLING
Mr. Silva.	offers you the capital	lhe oferece o capital
	And so your father is putting up the capital for the factory?	Então seu pai lhe oferece o capital para a fábrica?
	the opportunity	a oportunidade
	What a break, Mr. Smith!	Que oportunidade, Sr. Smith!
	articles	artigos
	What articles are you thinking of manufacturing with plastic material?	E que artigos pensa fabricar com material plástico?
Mr. Smith.	I'm going to start manufacturing radio	vou começar fabricando rádio
	I'm going to start with manufacturing small radios.	Vou começar fabricando rádios pequenos.
	when the business grows I am thinking of manufacturing office material	quando o negócio crescer penso em fabricar material de escritório
	Later on, perhaps, when the business grows, I expect to manufacture office supplies, household articles, etc.	Talvez depois, quando o negócio crescer, penso em fabricar material de escritório, artigos para casa, etc.
Mr. Silva.	it'll be easy to manage that	será fácil arranjar isso
	Do you think you can manage that all right?	E acha que será fácil arranjar isso?
Mr. Smith.	close a deal a well-known company	fechar um negócio uma conhecida companhia
	My father is just closing a deal with a well-known radio company.	Meu pai está agora fechando um negócio com uma conhecida companhia de rádios.

represent
importing big radios
from abroad

We'll have an agency and we'll represent the company, importing, at the same time, large radios from abroad.

we'll manufacture

We'll make the small ones here, using our plastic material.

Mr. Silva. will bring good profits
there is a big market

That will yield large profits, because there is a big market for cheap radios in Brazil.

Mr. Smith. technicians *or* technical experts
will take care of manufacturing

The technical experts of the company we are going to represent will take care of making the plastic material and the radios.

Mr. Silva. any way of using

I know that the Brazilian government is interested in ways of using coffee.

it's too bad we don't have

It's too bad that we don't find use for all our coffee.

we must do everything possible
which cannot be exported

representar
importando os rádios grandes
do estrangeiro

Teremos uma agência e representaremos essa companhia, importando os rádios grandes do estrangeiro.

fabricaremos

Fabricaremos os pequenos aqui, usando o nosso material plástico.

dará bastante lucro
há um grande mercado

Isso dará bastante lucro, porque no Brasil há um grande mercado para rádios baratos.

técnicos
se encarregarão de fabricar

Os técnicos da companhia que vamos representar se encarregarão de fabricar o material plástico e os rádios.

qualquer modo de se usar

Sei que o govêrno brasileiro está interessado em qualquer modo de se usar o café.

é triste não termos

É triste não termos consumo para todo o nosso café.

devemos fazer o possível
que não puder ser exportado

We must do our best to use up the coffee that can't be exported.

is not lacking
We certainly have plenty of coffee!

Mr. Smith.

interested in the matter
permission to offer
director
the position of director
I'm glad (to see) that you're so interested in the idea, because my father has authorized me to offer you the directorship of the company.

accept
Will you take it?

Mr. Silva. Me? But you are the one who should be the director of the company!

Mr. Smith. That's impossible, because I am a foreigner.

there is a decree
which says
third
two thirds of the employees
There is a decree stating that the director and two thirds of the employees of a company must be Brazilians.

Devemos fazer o possível para usar o café que não puder ser exportado.

não falta
Café é que não falta!

interessado no assunto
licença para lhe oferecer
diretor
o lugar de diretor
Estou contente que o sr. esteja tão interessado no assunto, porque meu pai me deu licença para lhe oferecer o lugar de diretor da companhia.

aceitar
O sr. aceita?

Eu? Mas o sr. é que deve ser o diretor da companhia!

Não é possível, porque sou estrangeiro.

há um decreto
que diz
terço
dois terços dos empregados
Há um decreto que diz que o diretor e dois terços dos empregados de uma companhia têm que ser brasileiros.

ENGLISH EQUIVALENTS	CONVENTIONAL SPELLING
Mr. Silva. And what are you going to do then?	O que fará o sr. então?
Mr. Smith. the manager	o gerente
I'll take charge of	me encarregarei
I'll be the manager and take charge of the factory.	Serei o gerente e me encarregarei da fábrica.
Mr. Silva. Then I can be in charge of the office.	Posso então ficar encarregado do escritório.
Mr. Smith. sales	vendas
advertising	propaganda
relations *or* dealings	relações
Sure. You'll be in charge of sales, advertising, and all dealings with Brazilians as well.	Sim. O sr. se encarregará também das vendas, da propaganda e de tôdas as relações com os brasileiros.
Mr. Silva. salary	ordenado
What will the salary be?	E qual será o ordenado?
Mr. Smith. come in with some capital	entrar com algum capital
corresponding	correspondente
If you can and if you want to come in with some capital, you will receive profits accordingly.	Se o sr. puder e quizer entrar com algum capital, receberá os lucros correspondentes.
you'll have a salary	terá um ordenado
In any case, you'll have a salary.	Em qualquer caso, o sr. terá um ordenado.
Mr. Silva. to think the matter over	pensar sôbre o assunto
I'll have to think the matter over.	Tenho que pensar sôbre o assunto.
Mr. Smith. it is necessary to answer	é preciso responder
Sure. You don't have to give me an answer right now.	Sim. Não é preciso responder já.

	ENGLISH EQUIVALENTS	CONVENTIONAL SPELLING
	before giving me an answer	antes de me dar uma resposta
	Talk the matter over with Mrs. Silva, before giving me your answer.	Discuta o assunto com a senhora Silva, antes de me dar uma resposta.
Mr. Silva.	What do women know about business?	E o que sabem as mulheres sôbre negócios?
	she'll say yes	dirá que sim
	She'll say yes just because she likes you.	Ela dirá que sim só porque gosta do senhor.

Section B — Word Study and Review of Basic Sentences

1. Word Study

COMMENT 1

Infinitives

You know that the form of the verb which ends in *–ar*, *–er*, or *–ir* is called the *infinitive*. In the following sets of sentences we shall show you how the infinitive is used, particularly after other verbs.

I

Deixe *ver* quanto pesa esta grande.	Let me see how much this big one weighs.
O produto que quer *fabricar*.	The product you want to manufacture.
O sr. não deve *dizer* isso.	You mustn't say that.
Eu quero *trabalhar* num navio.	I want to work on a boat.
Vou *começar* fabricando rádios pequenos.	I'm going to start manufacturing small radios.
A companhia que vamos *representar*.	The company we are going to represent.
Mas o sr. é que deve *ser* o diretor.	But you are the one who should be the director.
Posso *ficar* encarregado do escritório.	I can be in charge of the office.

Que artigos pensa *fabricar* com material plástico?	What articles do you expect to manufacture with plastic material?

In these sentences, the infinitive of a verb is used directly after another verb. This construction is normal with the verbs used in the above sentences, such as *deixar* (let, allow), *querer* (want), *ir* (go), *poder* (be able), *saber* (know), *dever* (ought, should), and also with some other verbs like *mandar* (send), *pensar* (think, intend), *recear* (fear), etc.

II

Gostaria *de ser* seu professor.	I'd like to be your teacher.
É hora *de comer*.	It's time to eat.
Faça o favor *de falar* devagar.	Do (me) the favor to speak slowly.
Não estou com vontade *de brincar* de bola.	I don't feel like playing ball.
Qualquer modo *de se usar* o café . . .	Any way of utilizing coffee . . .

After some verbs, such as *gostar* (like) in the first sentence above, we find the preposition *de* used before an infinitive. *De* is also used after certain expressions like *é hora* (it is time), *faça o favor* (do the favor; please), *estar com vontade* (feel like), etc.

III

Não sei se êle tinha aprendido a *guiar*.	I didn't know whether he has learned to drive.

In this sentence the infinitive *guiar* has *a* before it and it follows a form of the verb *aprender* (learn). Other verbs that have to be followed by *a* before an infinitive are *ajudar* (help), *começar* (begin), *continuar* (continue), *ensinar* (teach), and *obrigar* (oblige).

IV

Tenho que *falar*-lhe da dificuldade de transporte.	I have to talk to you about transportation difficulties.
Tenho que *estudar* muito.	I have to study a lot.

You have already learned many sentences containing "have" followed by *que* plus an infinitive.

V

Leva cinco horas *para ir de* Natal a Boa Viagem.

It takes five hours to go from Natal to Boa Viagem.

In the sentence above, after *leva* (it takes), we find *para* before the infinitive *ir* (to go). When *para* is followed by an infinitive it expresses the purpose for which the action is done or for which something is going to serve. You will hear it commonly used before verbs like *pedir* (to ask) and *convidar* (to invite).

VI

Você pode ser minha professora *sem estudar*.
You can be my teacher without studying.

Penso *em fabricar* material de escritório.
I am thinking of manufacturing office supplies.

Meu pai está interessado *em abrir* um negócio aquí.
My father is interested in opening a business here.

Tenho um encontro marcado com êle *para jantar*.
I have a date with him for lunch.

Discuta o assunto *antes de me dar* uma resposta.
Talk the matter over before giving me an answer.

As in the above sentences the infinitive is often used after other prepositions as well as after *para*. Often this is equivalent to an English expression made up of a preposition plus a verb ending in *–ing*, as in *sem estudar* (without studying), *antes de me dar* (before giving me).

COMMENT 2

Personal Infinitive

Não será difícil *arranjarmos* tôda a matéria prima de que precisamos.
It won't be hard for us to get all the raw material we need.

É triste não *termos* consumo para todo o nosso café.
It's too bad we don't have use for all our coffee.

A senhora desculpe eu não me *levantar*.
Please excuse me for not getting up.

. . . para você não *ficar* resfriado também.
Vou depressinha para casa para papai *ver* . . .

. . . so that you wouldn't catch cold too.
I'm going home in a hurry so that Father can see . . .

The forms in italics in these sentences consist, as you can see, of infinitives (*arranjar, ter, levantar*) provided with a suffix (*–mos* referring to *we* or *us* and *–em* referring to *they* or *them*), or apparently left in the original infinitive form. These forms are called the *personal infinitive,* since they are forms which refer to actions on the part of specific persons. They're used specially when the subject of an infinitive is different from that of the main clause.

For reference we are giving you below the forms of personal infinitives of *falar, comer,* and *ir:*

eu (êle, você)	falar	comer	ir
nós	falarmos	comermos	irmos
êles (vocês)	falarem	comerem	irem

COMMENT 3

Subject plus Infinitive

Vou fazer uns sanduíches *para o senhor comer* de noite.
A senhora desculpe *eu não me levantar.*

I'm going to make some sandwiches for you to eat at night.
Please excuse me for not getting up.

In Portuguese, as in English, we can have a noun or a pronoun as the subject of an infinitive, as in *para o senhor comer* (for you to eat). Note that *eu* is used in this type of construction as the subject of the infinitive: *eu não me levantar.* In the same way you would use *êle, ela, você,* etc., as the subject of these infinitives, although in English you may have "me," "him," etc.

COMMENT 4

Negatives

Nunca ouví dizer que alguém passasse fome na minha casa.

I never heard it said that anyone went hungry in my home.

Escolha direito, porque não quero nenhuma estragada.	Choose right, because I don't want any rotten ones.
Não ouví nada.	I didn't hear anything.
Nós do escritório não o vemos nunca.	We in the office never see him.
Nem eu nem João nunca comemos tão bem.	Neither John nor I ever ate so well.

In English we are taught in school to use only one negative word in a clause. The situation in Portuguese is different; the basic requirement is that if a sentence is negative there must be one negative word before the verb. If a further negative word is needed, it is used after the verb. Therefore when a clause begins with a negative word like *nunca* or *ninguém*, no other negative is required. But when negative words like *nunca*, *nada*, *nenhuma*, etc., come after the verb, the word *não* must come before the verb. Notice also the last sentence, in which the negatives *nem . . . nem . . .* and *nunca* all come before the verb *comemos*.

COMMENT 5

Infelizmente, eu não estava olhando para o sinal.	Unfortunately I was not looking at the light.
A assistência atendeu *imediatamente*.	The ambulance came immediately.
Infelizmente não é possível.	Unfortunately it isn't possible.

The words in italics above are adverbs, that is, they show the way in which some action is done or how circumstances are. They correspond to English adverbs in *–ly*, such as *immediately*, *unfortunately*. Portuguese can form such adverbs from the feminine of adjectives by adding *–mente*. For example, from the adjective *imediato* you get *imediatamente*, from *feliz* you get *felizmente*, etc.

2. Covering English and Portuguese of Word Study

Individual Study: Give the English equivalents of all Portuguese expressions in the Word Study and the Portuguese for all the English.

3. Review of Basic Sentences

Further oral practice with the first part of the Basic Sentences.

Section C — Review of Basic Sentences

1. Review of Basic Sentences (*Cont.*)

Further oral practice with the second part of the Basic Sentences.

2. Covering the English of Basic Sentences

Individual Study: Check your knowledge of the meaning of all words and phrases in the Basic Sentences.

3. What Would You Say?

I. Complete the following with the proper form of the personal infinitive and say the sentences aloud before the group:

1. Está na hora de (*we leave*) para o almôço.
2. Estamos contentes por (*we have*) vencido a guerra.
3. Êles sentiram (*they were*) longe do dia da festa.
4. Foram até a casa dêle, com tôda aquela chuva, para (*they say*) o que pensavam.
5. Sem (*you work*), você não poderá ganhar dinheiro.
6. Para (*we should be able*) ler, temos que ir para perto da janela.
7. Êles economizaram todo o dinheiro que podiam, para (*they buy*) um presente para o seu pai.

II. Practice forming adverbs in *-mente* from the following adjectives:

1. geral	4. só	7. livre	10. imediato
2. infeliz	5. fácil	8. principal	11. sêco
3. possível	6. feliz	9. forte	

III. Complete the following with the proper adverb in *-mente* chosen from those you have practiced in II:

1. Êle está doente, mas —— acho que ficará bom depressa.
2. Ela pode fazer êsse trabalho —— porque já estudou bem o assunto.
3. A mãe da moça não gostou do rapaz e falou com êle ——.
4. Podemos falar —— com ela, porque é uma senhora que entende bem essas coisas.

5. —— quando acabar êste trabalho poderei ir ao cinema.
6. —— todo mundo gosta das pessoas boas.
7. —— está chovendo e não podemos sair.
8. Tenho que sair —— porque está ficando muito escuro.
9. Êle está —— influenciado pela pintura moderna.
10. Tôdas as filhas dela são bonitas, —— a mais velha.
11. Se você fôr ao teatro —— verá minha mãe e meu pai.

Section D — Listening In

1. What Did You Say?

With the other members of the group give orally your responses to the previous exercise as the Leader calls for them.

2. Word Study Check-up

Give the Portuguese for all English equivalents in the Word Study as the Leader calls for it.

3. Listening In

I

1. *Mr. Silva talks over the offer he has received with his wife.*

Sr. Silva. — Acho que você vai se interessar muito pelas notícias que tenho hoje.
Dona Maria. — Sôbre a guerra?
Sr. Silva. — Não, Maria. Negócios.
Dona Maria. — Não me diga que você deixou o emprêgo.
Sr. Silva. — Também não é isso, Maria.
Dona Maria. — Então qual é o assunto? Estou morrendo para saber o que é.
Sr. Silva. — Bem, acontece que tenho uma ótima oportunidade para trabalhar com o Sr. Smith.
Dona Maria. — Isto é interessante. E deve ser bom trabalhar com um homem tão simpático.
Mas qual será o seu ordenado?
Sr. Silva. — Isso não sei bem ainda.

Dona Maria. — Não sabe ainda! Mas se isso é o mais importante . . .

Sr. Silva. — Não será um ordenado pequeno, estou certo.

Se eu quizer, posso entrar com algum capital e receberei lucros correspondentes.

2. *He tells her the position he is going to hold.*

Dona Maria. — Você acha que vale a pena empregar o capital?

Não é um negócio arriscado?

Sr. Silva. — Ainda não resolví nada sôbre isso.

Talvez queira antes receber um ordenado certo.

Dona Maria. — E o negócio qual é? Comercial ou industrial?

Sr. Silva. — O Sr. Smith quer fabricar materiais plásticos, usando o café como matéria prima.

Dona Maria. — Mas você não sabe muita coisa sôbre a indústria. O que vai fazer?

Sr. Silva. — Êle me ofereceu o lugar de diretor.

Dona Maria. — Diretor? E êle então o que vai ser?

Sr. Silva. — Êle será o gerente da fábrica.

3. *He tells her the products they are going to manufacture.*

Dona Maria. — O que vocês vão fabricar?

Sr. Silva. — Principalmente rádios, mas talvez mais tarde fabriquemos outros artigos.

Dona Maria. — E é você que se encarregará disso?

Sr. Silva. — Não. Ficarei encarregado das vendas e relações com os brasileiros.

Para fabricar os rádios, virão muitos técnicos dos Estados Unidos, mas teremos também muitos empregados brasileiros, mais do que pede a lei.

Dona Maria. — Quanto pede a lei?

Sr. Silva. — A lei diz que dois terços dos empregados de uma companhia têm que ser brasileiros.

Dona Maria. — Acho tudo isso muito interessante. Mas pense bem antes de fechar o negócio.

Sr. Silva. — O que faria você no meu caso?

Dona Maria. — Bem, eu aceitaria. Acho o Sr. Smith tão simpático . . .

II

A lady is looking for a room with bath.

Uma senhora pergunta ao gerente do hotel:
— O senhor pode me dar um quarto com banho?
Ao que êle responde:
— O quarto posso dar, sim senhora. Mas acho melhor a senhora tomar o banho sòzinha.

Section E — Conversation

1. Covering the Portuguese of Basic Sentences

Individual Study: With the Portuguese covered, practice until you can speak the Portuguese for each English sentence without hesitation.

2. Vocabulary Check-up

Give the Portuguese for all English sentences in the Basic Sentences as the Leader calls for it.

3. Conversation

Suggested Topics

1. Mr. A has heard a great deal about plastic material made from coffee. He asks his friend how good it is and what can be made with it. His friend assures him that it's very good. In the future it will be used for radios, office supplies, articles for the house, etc. Mr. A would like to start with small radios. His friend thinks it's a good idea because there will be a big market for small radios.
2. Mr. Silva is telling Mr. Smith that he would like to introduce Brazilian shoes in the United States. As far as he knows nobody has done it yet. Mr. Smith asks him why he doesn't do it. Mr. Silva doesn't have the capital for a shoe industry. It takes a lot of money for a factory, material, and labor. Mr. Smith offers to supply the capital. They discuss labor and industrial laws, cost of labor and materials. They decide to do it together.
3. Mr. A offers the directorship of his factory to Mr. B.

The latter asks him why he himself isn't director of the factory. Mr. A explains that according to a Brazilian law the director and two thirds of the employees must be Brazilian. If he accepts, what will his duties and salary be? Mr. A tells him he will have charge of sales, advertising, and of all dealings with Brazilians, while he will take charge of the factory. The salary is satisfactory, so Mr. B accepts.

4. An American is visiting a friend in Brazil who has a coffee plantation. "Is it true," he asks, "that coffee is being used to make plastics?" "Yes," answers his friend, "that box on the table is made of coffee." "Then your coffee problems are over. The plastic industry can use the coffee which cannot be exported." "Yes," says the Brazilian, "at last coffee can be used as a raw material by our industries and the farmers can make a good profit on coffee. Later the industries may make use of the by-products of coffee." They discuss the various uses of the plastic material.

Section F — Conversation (*Cont.*)

Continue conversation. Additional check-up on the material of the Basic Sentences by the Leader if it seems necessary.
Review: Complete check-up on the material of the Word Study and Basic Sentences.

FINDER LIST

o artigo	article
o assunto	matter, subject, idea
o capital	capital
correspondente	corresponding
o diretor	director
fabricar	to manufacture
fechar um negócio	to close a deal
a indústria	industry
industrial	industrial
interessar	to interest
a lei	law
levar em conta	to take into account
o material	material
a matéria prima	raw material
o negócio	business
oferecer	to offer
a oportunidade	opportunity
o ordenado	salary
plástico	plastic
o rádio	radio
a relação	relation, dealing
representar	to represent
o sub-produto	by-product
o técnico	technician, technical expert
terço	third
a venda	sale

CULTURE

Section A — Basic Sentences

Bill, an American, asks John, a Brazilian, about various aspects of Brazilian culture.

	ENGLISH EQUIVALENTS	CONVENTIONAL SPELLING
Bill.	And so, John, what can you tell me about life in Brazil?	Então, João, o que você pode me dizer sôbre a vida no Brasil?
John.	ask what you like	pergunte o que quizer
	the subjects which interest you	os assuntos que lhe interessam
	I'll answer what I can	responderei o que puder
	You ask questions on the subjects that interest you and I'll answer what I can.	Pergunte o que quizer sôbre os assuntos que lhe interessam e responderei o que puder.
Bill.	I should like to know	gostaria de saber
	religion	religião
	I'd like to know what the principal religion in Brazil is.	Gostaria de saber qual é a religião principal do Brasil.
John.	for the most part	na maior parte
	Catholics	católicos
	Brazilians are for the most part Catholics.	Os brasileiros são na maior parte católicos.
Bill.	writer	escritor
	Are there good writers in Brazil?	Há bons escritores no Brasil?
John.	There are many writers.	Há muitos escritores.

pretty good
And there are some pretty good ones.

bem bons
E há alguns bem bons.

Bill. I read a book
the trip he made
I read a book of Érico Veríssimo on the trip which he took to the United States.

eu li um livro
a viagem que fez
Eu li um livro de Érico Veríssimo sôbre a viagem que fez aos Estados Unidos.

sense of humor
with much humor
I found it very interesting and it has a good sense of humor.

espírito
com muito espírito
Achei muito interessante e com muito espírito.

John. appreciate
Érico Veríssimo is greatly appreciated in Brazil.

apreciar
Érico Veríssimo é muito apreciado no Brasil.

he left many books
Another great Brazilian writer was Machado de Assis, who left many books.

deixou muitos livros
Outro grande escritor brasileiro foi Machado de Assis, que deixou muitos livros.

the greatest Brazilian writer
But the greatest Brazilian writer was Euclydes da Cunha.

o maior escritor brasileiro
Mas o maior escritor brasileiro foi Euclydes da Cunha.

foremost *or* first
literature
The foremost book in Brazilian literature is by Euclydes da Cunha.

primeiro
literatura
O primeiro livro da literatura brasileira é de Euclydes da Cunha.

translate
it was translated
A short while ago it was translated into English.

traduzir
foi traduzido
Foi há pouco tempo traduzido para o inglês.

ENGLISH EQUIVALENTS	CONVENTIONAL SPELLING
Bill. What is it called?	Como se chama?
John. "Os Sertões." [1]	« Os Sertões. »
if you're interested in knowing the land and the Brazilian people nothing better nor more interesting If you're interested in knowing something about the land and the Brazilian people, you couldn't find anything better or more interesting.	se você se interessa em conhecer a terra e o povo brasileiro nada de melhor nem mais interessante Se você se interessa em conhecer alguma coisa da terra e do povo brasileiro, não poderia encontrar nada de melhor nem mais interessante.
Bill. in general culture What is the general level of culture of Brazilians?	em geral cultura Qual é a cultura dos brasileiros em geral?
John. illiterate In Brazil there are many illiterates.	analfabeto Há no Brasil muitos analfabetos.
large part of the people poor interior The majority of the poor people of the interior do not know how to read.	grande parte da gente pobre interior Grande parte da gente pobre do interior não sabe ler.
education But many people get a very good education.	educação Mas muita gente recebe uma educação muito boa.

[1] Translated as *Rebellion in the Back Lands.*

ENGLISH EQUIVALENTS	CONVENTIONAL SPELLING
Bill. teaching *or* education	ensino
is like the one	é parecido com
Is education in Brazil like that in the United States?	O ensino no Brasil é parecido com o dos Estados Unidos?
John. influence	influenciar
is being influenced	está sendo influenciado
more and more	mais e mais
Education is being influenced more and more by the United States.	O ensino está sendo mais e mais influenciado pelos Estados Unidos.
until a few years ago	até há alguns anos atrás
Europe	Europa
the French (culture)	a francêsa
Until a few years ago the Brazilians were influenced more by European culture, but principally by French culture.	Até há alguns anos atrás os brasileiros estavam mais influenciados pela cultura da Europa, mas principalmente a francêsa.
Bill. they went to Europe a great deal	iam muito à Europa
Brazilians used to go to Europe a great deal before the war, didn't they?	Os brasileiros iam muito à Europa antes da guerra, não é verdade?
John. from there	daí
the love	o amor
Yes. That's where they got their love for old Europe.	Sim. Daí o amor que têm pela velha Europa.
The young people are influenced more by the United States.	A gente moça está mais influenciada pelos Estados Unidos.
Bill. music	música
Do Brazilians like music?	Os brasileiros gostam de música?

ENGLISH EQUIVALENTS

John. symphonic concert
opera
as well as operas
They like it very much. Symphonic concerts are very much appreciated and operas as well.

did you get a chance
to hear some opera
Did you get a chance to hear any opera with Bidú Sayão here in the United States?

Bill. Yes. And I liked her very much.

pianist
I also heard Guiomar Novaes, the pianist.

both of them
Both of them are great artists.

John. There are others in Brazil, too.
Magdalena Tagliaferro is a great pianist.

maestro
have done a great deal
Maestros Villa-Lobos, Mignone, and others have done a great deal for music in Brazil.

Bill. I once saw
paintings *or* pictures
painter
I once saw some paintings by a Brazilian painter, Portinari, a very modern painter.

CONVENTIONAL SPELLING

concêrto sinfônico
ópera
bem como óperas
Gostam e muito. Os concêrtos sinfônicos são muito apreciados, bem como óperas.

você teve oportunidade
de ouvir alguma opera
Você teve oportunidade de ouvir alguma ópera com Bidú Sayão aquí nos Estados Unidos?

Sim. E gostei muito.

pianista
Ouví também Guiomar Novaes, a pianista.

tôdas duas
Tôdas duas são grandes artistas.

Ainda há outras no Brasil.
Magdalena Tagliaferro é uma grande pianista.

maestro
muito têm feito
Os maestros Villa-Lobos, Mignone e outros, muito têm feito pela música no Brasil.

vi uma vez
quadros
pintor
Vi uma vez uns quadros de um pintor brasileiro, Portinari, muito moderno.

ENGLISH EQUIVALENTS	CONVENTIONAL SPELLING
painting	pintura
were interested in painting	se interessassem pela pintura
I didn't think Brazilians were very much interested in modern painting.	Não pensei que os brasileiros se interessassem pela pintura moderna.
nature	natureza
color	colorido
it's easy to understand	se compreende fàcilmente
its combinations	suas combinações
tropical colors	côres tropicais
bright and lively	fortes e vivas
Nature in Brazil is so rich in color that it's easy to understand why they like that kind of painting, with its combinations of bright, lively tropical colors.	A natureza no Brasil é tão rica em colorido que se compreende fàcilmente que gostem dessa pintura com suas combinações de côres tropicais fortes e vivas.

Section B — Word Study and Review of Basic Sentences

1. Word Study

COMMENT 1

Families of Words

I

banho	bath	banheiro	bathroom
barba	beard	barbeiro	barber
Brasil	Brazil	brasileiro	Brazilian
caixa	box, cashbox	caixeiro	cashier
carta	letter	carteiro	mailman
marinha	Navy	marinheiro	sailor

All the words in the left-hand column are simple words like *banho, barba,* etc. All those in the right-hand column end in *–eiro,* as you can see, but each has a first part which is almost the same as the corresponding word in the left-hand column. That is to say, the words in the right-hand column are formed by adding *–eiro* to the stems of the words in the left-hand column. This process is called *word formation,* and is a very common feature of both Portuguese and English. Nouns may be formed from verbs, adjectives, etc.; verbs may be formed from nouns, and so forth.

The element which is added, if it comes at the end of the word, is called a *suffix;* if it comes at the beginning of the word, a *prefix;* and the word to which it is added is called the *base.*

The suffix we have shown you in Table I (*–eiro*) is about equivalent to the English suffix *–er, –or,* and indicates a person connected with or related to whatever is meant in the base to which it is added.

In the following tables we will collect for you some other suffixes, in words you know already, just so you can see how they are used. But don't try to add these suffixes to words on which you haven't heard them, because they can't all be used with all words. Listen and imitate what you hear Brazilian speakers use.

II

o passeio	the walk (ride)	passeiar	to take a walk (ride)
a compra	the purchase	comprar	to purchase, buy
o conserto	the repair	consertar	to repair
a guarda	the guard	guardar	to keep
o arquivo	the file	arquivar	to file
o peso	the weight	pesar	to weigh
o trabalho	the work	trabalhar	to work
o jôgo	the game	jogar	to play
o remédio	the remedy	remediar	to remedy
o telefone	the telephone	telefonar	to telephone
o interesse	the interest	interessar	to interest
a fábrica	the factory	fabricar	to manufacture

In English we can often use the same word as both a noun and a verb, as "work," meaning both "the work" and "to work." This can't be done in Portuguese, since nouns and verbs have different sets of endings. But very many verbs are formed from nouns simply by dropping the final vowel of the base and adding the endings of the *–ar* type of verb.

III

fabricar	to manufacture	a fabricação	the manufacture
operar	to operate	a operação	the operation
carregar	to carry	o carregador	the porter

The suffix *–ção* corresponds to our English suffix *–tion*, and is added to verb stems to make nouns which indicate the action of the verb. The suffix *–dor* added to a verb indicates the person who does whatever action the verb refers to.

COMMENT 2

remédio, remediar	remedy	operação	operation
telefone	telephone	estenografia	stenography
interesse, interessar	interest	diretor	director
estação	station		

As you have doubtless noticed, there are a great many words in Portuguese which are like English words, such as the ones given above. But be on your watch for minor differences in sound and spelling.

COMMENT 3

amigo	friend	amiguinho	little friend
depressa	quickly	depressinha	rather quickly
bom	good	bomzinho	rather good
café	coffee	cafézinho	little (cup of) coffee
João	John	Joãozinho	Johnny

The suffix *–inho* or *–zinho*, as we explained in Unit 16, usually indicates something which is smaller than what is meant by the base word. Sometimes, as in *depressinha* or *bomzinho*, it means "rather," "quite"; *ate loguinho* (until a little later) is a favorite way of saying "bye-bye" among girls and women. With names of persons, the suffix *–inho* makes nicknames: Joãozinho (Johnny), Mariazinha (Molly), etc.

Portuguese has many other suffixes which modify in some way the meaning of a word. For example, the suffix *–ão* gives the idea of great size, which may carry the idea of great quantity, great importance, or even other special meanings. From *embrulho* you would have *embrulhão*, from *amigo*, *amigão*, etc. Listen carefully for this and other suffixes that you will hear in conversation.

2. Covering English and Portuguese of Word Study

Individual Study: Give the English equivalents of all Portuguese expressions in the Word Study and the Portuguese for all the English.

3. Review of Basic Sentences

Further oral practice with the first part of the Basic Sentences.

Section C — Review of Basic Sentences

1. Review of Basic Sentences (*Cont.*)

Further oral practice with the second part of the Basic Sentences.

2. Covering the English of Basic Sentences

Individual Study: Check your knowledge of the meaning of all words and phrases in the Basic Sentences.

3. What Would You Say?

I. Figure out how you would express the words in parentheses by a single word that includes the adjective. Then check with your Guide or with other members of the group to see if you have the right words:

A

1. Ela é muito pequena para levar aquêle (grande embrulho).
2. Aquêle (grande chapéu) é bom para ser usado nos dias de sol.
3. Meu pai tem um (grande carro) muito bom.
4. Paulo é um (grande amigo).
5. Êle leva um (vida muito boa) na fazenda.
6. Ganhou um (muito dinheiro) com o negócio dos materiais plásticos.
7. Há já um (longo tempo) que não recebo cartas.

B

1. Ela queria saber que (pequeno embrulho) era aquêle.
2. Comprei um (pequeno chapéu) para dar a ela no seu dia de anos.
3. Ficou lá muito tempo, mas só apanhou dois (pequenos peixes).
4. Use o (pequeno garfo) à sua esquerda para comer a salada.
5. Nossa companhia tem uma (pequena agência) em São Paulo.
6. Êle é dono de um (pequeno teatro) na cidade vizinha.
7. Compro todos os legumes no (pequeno mercado) aquí da minha rua.
8. Quero fazer uma (pequena visita) hoje à noite.

II. Match the expressions of the first column with those of the second column, so as to form complete sentences which you can read before the group:

1. A maior parte dos brasileiros
2. O livro de Euclydes da Cunha chamado « Os Sertões »
3. Érico Veríssimo escreveu um livro
4. O ensino no Brasil está
5. Guiomar Novaes e Bidú Sayão são artistas brasileiras
6. O pintor brasileiro Portinari
7. Os brasileiros iam muito

a) sendo muito influenciado pelos Estados Unidos.
b) é muito moderno.
c) são católicos.
d) foi traduzido para o inglês.
e) sôbre sua viagem aos Estados Unidos.
f) à Europa antes da guerra.
g) que estão nos Estados Unidos.

Section D — Listening In

1. What Did You Say?

With the other members of the group give orally your responses to the previous exercise as the Leader calls for them.

2. Word Study Check-up

Give the Portuguese for all English equivalents in the Word Study as the Leader calls for it.

I

Two friends, A and B, are discussing some modern paintings and a concert.

A. — Fui hoje ver os quadros do pintor francês de que você me falou.

B. — E o que você achou? Não lhe disse que eram muito bons?

A. — É, acho que você me disse isso. Mas, para falar a verdade, não os apreciei.

B. — Não gostou? Não achou que tira da natureza o que ela tem de melhor? Não viu que vida dá aos seus quadros?

A. — Meu amigo, não achei que aquilo era vida, nem o que a natureza tem de melhor.

Achei que o colorido era muito forte; o céu de muitas côres em todos os quadros, árvores azuis, rios vermelhos.

Que diabo de natureza é essa?

Dêsse modo, até sem ensino algum, eu também poderia ser pintor.

B. — Você não compreende a pintura moderna.

Se êle pinta os quadros assim, é porque « sentiu » a natureza de um modo diferente.

E essa é a parte mais importante da pintura moderna: representar não só o que se vê, mas principalmente o que se sente.

A. — Bem, não vale a pena discutir isso. Só sei que eu não « sinto » a natureza dêsse modo.

B. — Hoje à noite vamos a um concêrto sinfônico. O pianista chegou da Europa há duas semanas e o maestro é muito bom.

Será principalmente de música moderna. Será que você vai gostar?

A. — Acho que sim. Não gosto das óperas modernas, mas gosto de música sinfônica moderna.

B. — Então espero ainda poder influenciá-lo quanto à pintura moderna também. É só ter um pouco de boa vontade.

II

A mãe de Paulo estava sempre dizendo a êle que falar alto é falta de educação.

« Pessoas de boa educação », dizia ela, « podem discutir qualquer assunto sem levantarem a voz, até religião, que é talvez a coisa mais difícil de se discutir. »

Um dia Paulo e sua mãe conversavam com um senhor sôbre a religião católica.

O senhor, que não ouvia bem, pedia a Paulo para dizer mais alto cada palavra.

No fim de algum tempo, Paulo ficou cansado daquilo e disse com espírito: « Desculpe, mas não posso levantar a voz quando discuto religião. »

III

Um pintor, muito moderno, fala sôbre um quadro seu com um amigo:

« Quando comecei a fazer êste quadro não sabia o que ia ser, nem o que queria dizer. »

O amigo, que não tinha muito amor à pintura moderna, pergunta-lhe:

« E agora, já será que você pode me dizer o que é, ou o que quer dizer? »

IV

Um escritor, querendo escrever um livro, resolveu ir passar alguns dias em casa de uma gente pobre do interior.

Perguntou à dona da casa por quanto ela o deixaria morar com êles até que tivesse colhido o material para o seu livro.

Respondeu-lhe a velha: « Sòmente dez cruzeiros por dia, a não ser que tenhamos que falar como analfabetos o tempo todo. »

V

A. — Diga-me o que você acha que é falta de cultura.

B. — É quando não se sabe alguma coisa e todos sabem que não se sabe.

Section E — Conversation

1. Covering the Portuguese of Basic Sentences

Individual Study: With the Portuguese covered, practice until you can speak the Portuguese for each English sentence without hesitation.

2. Vocabulary Check-up

Give the Portuguese for all English sentences in the Basic Sentences as the Leader calls for it.

3. Conversation

Suggested Topics

1. A young fellow goes to buy a book. He doesn't know much about Brazilian writers so he asks the salesman to help him. He suggests a book by Érico Veríssimo, in which he describes the trip he took to the United States. No, the young fellow knows about the United States; he wants to learn about Brazil. "Then," says the salesman, "the best book for you is *Os Sertões* by Euclydes da Cunha." The young fellow takes the book, thanks the clerk for his help and leaves.
2. An American in Brazil asks his secretary if Brazilians like music. She says they like both symphonic music and operas very much. Brazil has some great artists like Bidú Sayão in opera. Yes, he has heard her sing, but he didn't know she was Brazilian. Are there any good pianists? She tells him of Guiomar Novaes and Magdalena Tagliaferro. In fact, Novaes is giving a concert this evening. He invites her to go to the concert with him. She accepts and they make plans for the evening.
3. A and B are discussing a modern painting. A doesn't find it very artistic; the artist himself didn't know what he was painting. What's it all about anyway? B tells him he doesn't understand it. The artist painted not only what he saw, but what he felt. A says nobody can tell what he felt, so what good is it? Anybody can paint and then say it represents his feelings. B says it isn't that easy. There is real art in modern painting.
4. An American teacher visiting Brazil asks a Brazilian about the religion, literature, music, art, and education of the country. The Brazilian explains that most of the people are Catholic. There are many good writers such as Érico Veríssimo, Machado de Assis, and Euclydes da Cunha. In music he mentions such

celebrities as Bidú Sayão in opera, the pianists Guiomar Novaes and Magdalena Tagliaferro, and maestros Villa-Lobos and Mignone. Brazilians are interested in modern art. Portinari is one of the best modern artists. Then they discuss the illiteracy of Brazil, European influence on education, and the present influence of United States educators.

Section F — Conversation (*Cont.*)

Continue conversation. Additional check-up on the material of the Basic Sentences by the Leader if it seems necessary.
Review: Complete check-up on the material of the Word Study and Basic Sentences.

FINDER LIST

o amor	love
analfabeto	illiterate
apreciar	to appreciate
o católico	Catholic
o colorido	color
o concêrto sinfônico	symphonic concert
a cultura	culture
a educação	education
o ensino	teaching, education
o escritor	writer
o espírito	sense of humor
Europa	Europe
francês	French
influenciar	to influence
o interior	interior
a literatura	literature
o maestro	maestro
o modo	way
a música	music
a natureza	nature
a ópera	opera
a parte	part
a pianista	pianist
o pintor	painter
a pintura	painting
primeiro	first, foremost
o quadro	painting, picture
a religião	religion
traduzir	to translate

REVIEW

Section A — What Do You Know in Portuguese?

This Unit is a review of all the work done up to date. The Guide or a member of the group is to read the anecdotes and statements in Section A. As before, mark the statements T or F (*true* or *false*). Each statement is to be read twice and the number of each statement is to be given as the statement is read.

Section B — True-False Test

This section consists of the usual true-false test. Each statement is to be read twice and the number of each statement is to be given as the statement is read. Decide whether each statement is true or false in general; do not go into particular cases.

Section C —Putting It into Portuguese

Go through the following English sentences and prepare to say the Portuguese equivalent for the English at your next group meeting. *DO NOT write anything down,* but say the Portuguese equivalents out loud and keep practicing them until you have the Portuguese down so cold that when the English is fired at you point-blank, you can fire the Portuguese right back without hesitation.

I

1. During war all have to do what they can for their (the) country.
2. Brazil is a country that offers good opportunities for work.

3. Some men do not have the courage to face an angry woman.
4. The soldiers in Europe have to fight against the very cold climate as well as (besides) the enemy.
5. A person of some education likes to hear good music by a good pianist.
6. It's difficult to interest a painter in business or political matters.
7. Religion has always influenced painting, and some of the best-known paintings are by Catholic painters.
8. The real artist is the one who can translate what he feels before nature.
9. In the future radio will play an important part in the teaching and education of the people.
10. A real friendship is not something transitory.

II

11. In closing a deal a man always thinks that it will yield him profits.
12. The donkey train is still a much-used means of transportation in the ranches and farms of Brazil.
13. In a democratic country the president is chosen by the people.
14. Some writers like to help young men who are beginning to write books.
15. The men in the south of Brazil raise cattle on almost every ranch.
16. It would be good if everybody could save one third of his salary.
17. Corn is good for donkeys, chickens, horses, and even for the folks at home.
18. When many little plants begin to grow at the foot of the sugar cane, one weeds the soil.
19. In time of war many civilians offer (themselves) to work for the government.
20. Cannons are very important in an attack.

III

21. You know there is poverty on a farm when the trees are dry and the plants (are) eaten by the ants.
22. Religion is a very difficult subject to discuss.
23. The director of an industrial company has to be interested in everything that goes on which has to do with (with relation to) industry.
24. The young men and young women used to like to go to the House of Deputies to hear the word of (the) political figures.
25. Cows don't give much milk when the weather is very dry.
26. On a ranch oxen work a great deal.

27. They plant a lot of cotton in the south of the United States.
28. Our soldiers were advancing with great difficulty on account of the terrible cold.
29. Not everybody likes to plant, but everybody likes to gather (the harvest).
30. The consumption of gasoline in Brazil before the war was very big.

IV

31. With the lack of gasoline, transportation is very difficult in Brazil.
32. We have to produce more and more in order to help the war effort.
33. Many foreigners will go back to their country of origin after the war.
34. It's the duty of the government of a country to offer educational opportunities for poor children.
35. To spend money on education is a good use of capital.

Section D — How Do You Say It?

To the Group Leader: Quiz the group on their ability to give the Portuguese equivalents of the English sentences of Section C, just as in previous review units. A Key giving the correct Portuguese for these English sentences will be found in the Guide's Manual. The correct Portuguese should be read to the group following the work with these sentences.

Section E — Conversation

The members of the group will carry on short conversations lasting between two and five minutes. Everyone should take part as often as possible. By this time you have more words to use and more subjects to talk about. You will be given one hundred minutes and should be able to talk longer on the topics. Don't be afraid to bring in other things that you can think of and talk about besides those suggested here. Let the talk be as natural as possible; try to answer what is asked you and to keep the conversation moving by asking questions in turn.

Suggested Topics

1. A Brazilian is asking an American how the people are represented in the United States government. The American explains that they are represented by Congress and the President. The Brazilian wants to know if the President issues decrees as the Brazilian President does. The American tells him that Congress and the President make laws in the United States. Congress can pass a law even if the President vetoes it, but that isn't common. The Brazilian says it's quite different in his country. They compare the two governments.
2. Mr. A and Mr. B are discussing whether women should work during wartimes. Mr. A maintains that every woman should work in an industry, school, office, or any other place where she can help the war effort. B thinks women with small children should stay at home and take care of them and their husbands. A agrees, but feels there are plenty of women without children who aren't doing their part.
3. Mr. A is getting ready to leave Brazil. He tells his friend that he has enjoyed his visit very much. He found the people friendly and the country beautiful with its rich tropical colors. His friend is glad to hear him say that. He believes that in time the friendship between the two countries will grow stronger. After the war traveling by plane will be cheaper and the people will get to know each other better. Mr. A agrees, saying that a better understanding of the government, the people, and their culture fosters the best friendship.
4. Pedro and Henry are discussing Brazilian and American literature. Pedro tells Henry about Érico Veríssimo, who wrote a book on the trip he took to the United States. It is interesting to read because Veríssimo has a fine sense of humor. He also mentions Machado de Assis and Euclydes da Cunha. The latter wrote "Os Sertões," which gives an insight into Brazil and its people. Henry, in turn, speaks of Poe, Mark Twain, Pearl Buck, Hemingway, and Whitman.
5. Joe meets John on the street and they inquire about each other's health, family, and work. Joe is doing his part for the war effort by helping to build ships. John asks him what he did with his shoe store. Joe says his wife and his father are taking care of the store. John is working in a gun factory. He's too old to be a soldier, so he decided to help the war effort by going to work in a war industry.
6. John meets Glorinha on the street. They talk about the weather, their work, and friends. Then John asks her if she's doing anything this evening. No, she's going home to listen to the symphony

concert over the radio. John asks her if she'd like to go to the concert. His boss gave him two tickets which he couldn't use. She accepts, so they plan the time and place for their meeting.

7. Mr. Silva goes to São Paulo on a business trip. He goes to a hotel and asks the clerk for a room and bath. The clerk calls the porter to take his bags to the room. Then Mr. Silva asks him where the nearest barber is, if there is a restaurant in the hotel, and where the theater section is. The clerk gives him the information; Mr. Silva thanks him and goes to his room.
8. John and Mary have just come out of the movie. John suggest going to a café, where they can dance and have something to eat. Mary is too tired to dance, but she would like a cup of coffee in some quiet place. They go to a restaurant and Mary orders a cheese sandwich and coffee, while John has a chicken sandwich and beer. While waiting for their order they discuss the picture, talk about their friends and their work.
9. Mr. Silva goes to visit a friend at the hospital. He asks him how he feels, if he has any pain, how the nurses treat him, how the accident happened, etc. His friend, in turn, asks him about the work at the office and how they are getting along without him. Mr. Silva tells him to get well and not worry about the office. His friend thanks him for the flowers and cigarettes that he received from everybody in the office.
10. Pedro stops at a service station and asks the man for twelve liters of gas, and asks him to see if the car needs oil and water. The man says the water is all right, but the oil is low. Very well, Pedro will take a liter of oil. The man asks Pedro if he has any alcohol in the car. — It's going to be very cold tonight. Pedro doesn't have any, so he asks the man to put some in. He pays his bill and drives on.